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# THE LIBRARY JOURNAL

VOL. 58

June 1, 1933

No. 11

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Fines Findings

*C. P. Baber*

Forty Years After

*Mrs. Henry J. Carr*

Books Of One's Own

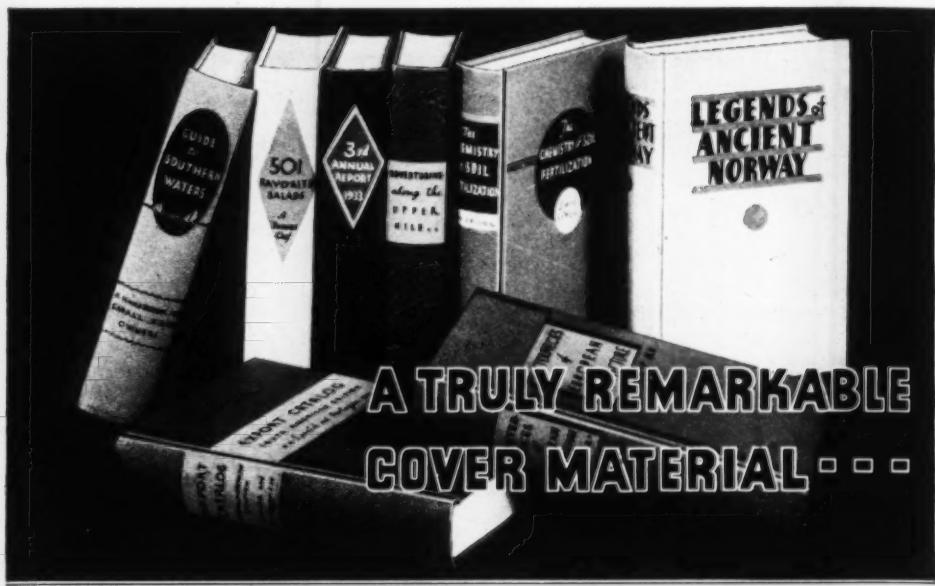
*W. G. Farndale*

Moving The Enoch Pratt Library

*Lloyd W. Josselyn*

PUBLISHED TWICE A MONTH (MONTHLY IN JULY AND AUGUST) BY

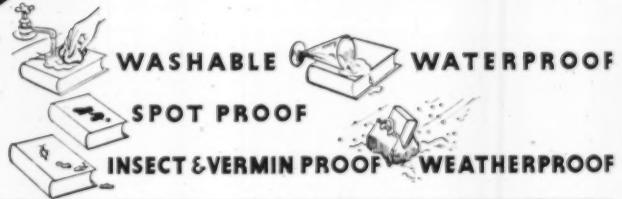
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## Forthcoming Issues of THE LIBRARY JOURNAL

Plans for the second and third numbers in the program of "Leisure and the Library" go forward and, as we have previously announced, Avocation will be featured in August and Vocation in September. Be sure to send us any photographs of exhibits or displays featured in your library on either of these subjects. Interesting comments on this program, sponsored by THE LIBRARY JOURNAL, are coming in. We shall be glad to have your comment, if you have not already sent it.

Articles scheduled for the June 15 issue, according to space, are: "Transliteration Problems," by F. E. Sommer, Cleveland Public Library; "The Bermuda Library," by G. R. Lomer, McGill University Library; "Phonograph Records in the Library," by Ralph Ellsworth, Adams State Teachers College; and "Courtesy and Good-Humor," by Virginia Turrell, Library of the Association of the Bar of the City of New York.

B. E. W.

# A Promotional Award!

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BELIEVING that cooperative enterprises with Recreational or other Associations in any community, or exhibits ranging from fascinating gardening to any out-of-door realm chosen, are bound to bring a wider range of service, new patrons on a broader scale, understanding and sympathetic service to society in general, and, most important of all, the winning of more solid Library support by the appreciative community, THE LIBRARY JOURNAL is offering five awards for the best Exhibits or Promotional Enterprises along Recreational lines, submitted for publication before June 15, 1933. Open to every librarian in any size community, whether a subscriber to THE LIBRARY JOURNAL or not.

If you enter an exhibit, send a photograph and three hundred word description. If you enter a Cooperative Community Promotion Plan send a five hundred word description. More than one entry may be made, if so desired. All entries must be in the office of THE LIBRARY JOURNAL, 62 West 45 Street, New York City, before June 15. Awards will be announced in the July issue, published July 1.

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# THE LIBRARY JOURNAL



## “Books of One’s Own”

By W. G. FARNDALE

*President, Board of Trustees, Riverside, Cal., Public Library*

“TO BE without books of one’s own is great poverty: don’t endure it.” The words come to me in imperfect recollection as part of something somebody said sometime, somewhere. Was it Carlyle? He did say this, and it is a fitting accompaniment to that: “The true University of these days is a Collection of Books.” Books and poverty and the University,—it all sounds so characteristically Carlylean, and yet my guess may be a wrong one. If anyone today still reads *Sartor Resartus* as enthusiastically as did some of us in the eighteen-nineties, that wonderful decade, then I know I stand a chance of being checked upon, and shall be happy to be set right in my guess-work. But who today is likely to track me down, to confirm or to correct? Except for college requirements, is Carlyle ever consulted, let alone read from deliberate choice and for sheer delight? And if not, then what has taken the place of books like his, which were strong formative forces in awakening interest in books that are indeed books, and not mere *bibli-a-biblia*, as Charles Lamb complains? What is there that lays upon the later generation the sort of spell that came upon us when we first made the acquaintance of those great books, great in themselves, but greater in their power to influence us as they discoursed on books and made of them a great glory, and taught us to regard them with a reverence that age doth not stale nor custom wither. Through fifty years such high teaching had been permeating men’s minds, and from the older men we younger ones caught the spirit.

From that time we closed our Byron and opened our Goethe, not in literal act of course, but in the sense that we began to revise our standards of value.

In another place, the story has been related of the old bookman (meaning here librarian) who had so much to do with stimulating myself and others of his day and place to the cultivating of a sound taste for good literature. It has been a pleasant task for one of that small company, now sadly scattered and battered and broken, to revive the fading colors and retouch the blurring outlines of a picture of that time which still keeps its place on the walls of an inner chamber of his mind. But at the present moment it is not the picture itself that I am particularly concerned with. It is of the contrasts it suggests that I have been thinking, especially in this matter of books of one’s own.

For most of us there is something fascinating in any kind of a story that succeeds in carrying us back to the origins and beginnings of things. While I write this, there lies within my reach, easily reverted to in odd moments, a well-used copy of John Richard Green’s *Short History of the English People*. Admirably proportioned as it is, and the story told with a wonderful simplicity and beauty throughout, no part of it has more charm and compelling power than the opening chapters, which lift us up and set us right down again in the very heart of that primitive life of the tribes who once dwelt in the lands beyond the North Sea,—Engle and Saxon, Jute and Dane. These vivid descriptions hold us because in that “long ago and far away” we can

Paper read at Riverside Junior College, October 1932, and previously printed in *Pacific Bindery Talk*, Los Angeles.

trace the simple beginnings out of which has been evolved the complex life and civilization of the English-speaking peoples of this twentieth century.

Out of that has come this, and in like fashion when I recall what a pitiful little handful of books (but noble books) was picked out of that old library, and dropped like seed into the minds of us boys, I let my eyes wander with some pride and a deal of affection, for the thousandth time, over my cheery book-lined walls, and I wonder at the variety and abundance of the harvest that they engarner.

Very early, I suppose, the unendurable poverty of booklessness drove me to daring purchases, few and far between, it is true. They were daring and they were few because pennies were scarce articles, and prices were away out of reach, to a boy's way of thinking. On a few rare occasions, some relative, or likelier still some friend of the family, with a divine sympathy and discernment (blessed be his memory), surprised me with a book gift. Some part of me still vibrates with the thrill of that surprise. No one ever knew the long, long thoughts that such a simple act set going inside of me. And the wish to have a little shelf of my own selection grew into a passion in a gradual way, though it was curbed by economic necessity.

Meanwhile it was good pastime to compile and commit to the pages of a tiny notebook lists of books which I must just get,—some day. Those were very curious lists, and doubtless it was just as well that some of them never came within the bounds of possibility of being bought. It was good discipline, however, to be forced to wait, and then buy a book when the full hour struck, albeit blindly perhaps in one's over-eagerness. Mistakes were made and then one rued one's rashness, and so learned good judgment gradually. I remember once it was impressed upon me that I must by all means read Johnson's *Rasselas*. Routledge was then putting it out in the serviceable Morley's Universal Library for a shilling. I saved up my shilling, but in my haste to invest it and so fill up another half-inch gap in my row of books, and in my half-knowledge of the book I was going after, I took home with me a volume of *Rabelais!* An altogether different pair of shoes, you must admit.

That I might be saved from making such an egregious blunder a second time, I began to turn to other people's lists, such as that which Sir John Lubbock had proposed in a lecture he gave at the Working Men's College. Although, as he owned, his was not the first or the only list of the kind, his *Hundred Best* was widely and warmly discussed for many a long day. Even his list is a curious one in some of its inclusions, and its author gives reasons for his exclusions. There

is a wealth of good book-talk in that lecture on "The Choice of Books" and in another that sorts with it, "A Song of Books," and they might well be reprinted today.

More than any list by anybody, however, the discovery of Stopford Brooke's little primer on English Literature, a shilling book also, but worth its weight in gold, was the beginning of a better way of knowing the best in books, and a surer way of discriminating among doubtfuls. He gave us the touchstone that Matthew Arnold had told us was the indispensable desideratum. He gave us a principle rather than a prescription. He gave us wise direction for our awakened desires, and he himself had awakened them in us.

Then came adventures. Adventures in the pages of secondhand booksellers' catalogs; adventures in old market-places at some weird-looking bookstall, lighted by a couple of naphtha-flares; adventures in London, first in old Booksellers' Row, before they demolished it, afterwards in Charing Cross Road after the exodus. But the zest was often in the chase than in the capture of the quarry, again for economic reasons. Yet there came occasions when the hunger for the possession of a book became acute, when to go longer without it was a plight "most tolerable," as Dogberry would have said. In such extremity, extreme measures became mandatory. And extreme measures were taken.

I wish I could one of these days meet with certain of my chums that were in those years, like-minded fellows. We would sit down and I would start a comparing of notes and a competition much in the way Christie Murray did on one occasion. He had made a name for himself as a writer (his *Aunt Rachel* is still one of my delights) but he had known privation and what it meant to be penniless in London. In his *Making of a Novelist* he tells this story:

"I was sitting in the Savage Club in the company of four distinguished men of letters. One was the editor of a London daily, and he was talking, rather too humbly as I thought, about his own career. 'I do not suppose,' he said, 'that any man in my present position has experienced in London the privations I knew when I first came here. I went hungry for three days, and for three nights I slept in the Park.' One of the party turned to me: 'You cap that, Christie?' I answered, 'Four nights on the Embankment: four days hungry.' My left-hand neighbor was a poet, and he chimed in laconically, 'Five.' In effect, it proved that there was not one of us who had not slept in that Hotel of the Beautiful Star which is always open to everybody. We had all been frequent guests there, and now we were all prosperous, and had found other and more comfortable lodgings."

I would challenge my contemporaries as to the dinners they had denied themselves in order to buy a book. And I have a suspicion that I might win out on them. This one and that other of "my ragged veterans" hold their place of honor on my shelves by the right secured for them by

such economies. George Gissing in his *The Private Papers of Henry Ryecroft* has described those dinnerless days when the booklover's passion triumphed over a hungry man's pangs, and he bore home in pride the coveted Tibullus.

But other ways opened. Weekly out of Iro-nopolis our firm sent its cashiers to outlying mining plants, carrying wages to be paid to work-men. Out of the allowance for travel and lunch, I was able to save the price of a volume a week, by starting out to walk home on the return journey. The whole of the Saturday afternoon was before me, and it was but a matter of ten or twelve miles, up hill and down dale, through the beautiful Yorkshire scenery, field paths and park-lands, lanes running between high hedges of hawthorne and eglantine, through firwoods and by the margins of the moors. It was capital ex-ercise, and at the end of it was a wee house and a wee wifie waiting, and refreshment and rest, and the firelight playing on the pleasant bindings of my books, which next week would be wel-coming a new-comer already earned and chosen and made room for.

The time came when such schemes and shifts were unnecessary, but what satisfactions were then irrecoverably lost. When I think that way, I open my Elia and read the familiar words once more:

"I wish the good old times would come again, Bridget said, when we were not quite so rich. I do not mean that I want to be poor, but there was a middle state in which I am sure we were a great deal happier. A purchase is but a purchase now that you have money enough and to spare. Formerly it used to be a triumph. . . A thing was worth buying then when we felt the money that we paid for it. . . Now you can afford to buy any book that pleases you, but I do not see that you bring me home any nice old purchases now."

And so the delightful essay runs on, every word of it sacrosanct to one who loves his Charles Lamb, and loves him the more because of just such adventures as those which we have been de-scribing.

There is one other source to be mentioned from which came some of our books in the days before we had reached the stage where we took no more thought for the morrow and its books. This was the annual prize distribution in the continuation schools, when we bore home an arm-ful of volumes as a measure of our success in mark-earning in friendly rivalry with our own chums.

I have led up to this matter of prize giving, so that I may bring in here the real purpose I have in mind, though it has almost been lost in the rambling roundabout path I have taken. The quotation marks will indicate that the title is borrowed, and you will find it heading a paper in the *Atlantic Monthly*<sup>1</sup> by A. Edward Newton.

Anything that he writes is of more than common interest to me even though the collector's hobby moves me not a whit. I do want however to give wider commonality to this Swarthmore idea, as he calls it, for in it we come near to solving the problem of how to encourage this desire to have books of one's own, in a sane sense, and at the same time avoid the objectionable elements of prize-awarding.

The paper must be read in its entirety, and parts of it twice, especially the sympathetic references to Charles Lamb. The Swarthmore idea is that a fund should be established and perpetuated, out of which each year an award of say fifty or a hundred dollars should be made to the student who during his college career had formed the best, not the largest, collection of books, in some department, and who had shown by his choice and his care that he could appreciate the joy of ownership, and could pass an examination on this library of his and give an account of why his preferences were what they were.

Mr. Newton himself has undertaken to continue the original scheme started by the benefactor of Swarthmore College, and has made provision that it shall not be suffered to lapse when he is gone. Already the suggestion has borne fruit, for the daily paper a few days ago reported that Cleveland College has taken up the scheme and offered a similar award. The plan ought to be widely known and developed, I think, for it promises to bring about very fine results if wisely drawn up and wisely safeguarded. This is shown by the instance of the student to whom Mr. Newton made his first award, which affords all the justification needed for the founder's faith in and enthusiasm over the scheme.

Will it be charged against me as treason for a trustee of a public library to advocate a move-ment to encourage private libraries, or at any rate the starting of them? I have no fear of such a misinterpretation, and will conclude by repeat-ing what Mr. Newton has so well said:

"God forbid that I should say a word against a public library. But nothing will take the place of a rack or a shelf full of books by one's own chair, close to a well-adjusted light. Everyone's shelf will contain different books, and the books which give one joy as a boy may not delight a man, but the pleasure of reading continues. The habit of reading, firmly established, enables one to endure misfortune and even disgrace. I see today greater anxiety written on the faces of my millionaire friends than I do on the faces of poor men who resort day after day to our public libraries, there to solace themselves with a book. In an established love of reading there is a policy of insurance guaranteeing certain happiness till death. I would assist, as far as I can, in the issuing of such an insurance policy. . . I am thinking of the pleasure with which a man in after years will point to the collection of books made when he was a student at college. Those books, he may say, established in me the love of reading, and the love of reading has been the joy and solace of my life."

<sup>1</sup> *Atlantic Monthly*, October 1931.

# Moving the Enoch Pratt Library

By LLOYD W. JOSSELYN <sup>1</sup>

**T**HREE IS romance in our daily work, in the evolution of an idea, in the discovery of a new element, in the exploration of an unknown land, or in the building of a great bridge. One usually thinks of moving as rather ugly, certainly disagreeable, and perhaps the last thing in the world to be romantic, yet many of us found romance in the "big move" of Baltimore's Enoch Pratt Free Library late in January.

The Children's Room on the fourth floor of the temporary library operating as usual today at four o'clock; not a sign of things about to be changed, children coming and going as on other days for the past two years. Yet at nine o'clock tomorrow this same Children's Library opens its doors with the complete collection of 10,284 volumes neatly shelved, the catalog filed in its new cases, the librarian busy in her new office, and her two assistants receiving and issuing books as they glance out past the gold-fish pool and the deep low window in the Children's Room of Baltimore's beautiful new library.

Tonight's paper states that certain Departments will be open in the new building at nine o'clock tomorrow. One of these is the Department of History and Travel. At five not a volume is on the shelf. For several hours books have been flowing into the Department of Literature; a Popular Library is rapidly evolving, skimmed from all portions of the old quarters; and library supervisors have been busy filling the shelves of the Departments of Business and Economics, and of Civics and Sociology. This perhaps has increased the steadily growing fear and nervousness of another Department Head. "What will I do?" Great excitement. "What can be done?" Consternation.

At five minutes after four a huge van backs up at the shipping room platform, and from it pours forth history, history in the making we might call it. Before the last box is unloaded, trucked down the ramp, into the elevator and to the shelves of the Department of History and Travel, a second van continues the stream, with a third following in the morning.

As the front doors of this great magic library open in the morning at nine o'clock a Department of History and Travel has been created over night. Even the book supports are on the shelves, the cards are all filed in the special catalogs with the labels on each new tray. The travel posters,

the attractive bulletins, and the railroad folders add to the Department staff's air of having been on duty here for many days.

Romance, yes, we found it in this move!

As in any big project, the moving of this great public library called for a definite plan worked through to the minutest detail.

The problem. A library of over 400,000 volumes; innumerable pamphlets, clippings and pictures; bound and unbound magazines and newspapers; catalogs; miscellaneous desk material; library tools; sculpture; paintings; furniture; shelving; lumber; and janitorial supplies, must be moved in the most expeditious manner with order and safety.

This library to be moved from six floors of the temporary library quarters, and additional material from the City Hall and from eight branch library buildings to the new library building. A large amount of furniture to be moved from the temporary library quarters to eighteen branches. The transfer to be made without closing the library, and with the minimum of interruption in the service of every department. The division of three service departments in the old building into eight service departments in the new building.

With this problem definitely in mind a conference was held with all department heads, following which specifications were carefully written, revised and duplicated, and given to four competent transfer companies, bids received and the contract awarded to the lowest bidder.

Meanwhile a Schedule of the Move was prepared in a first, second and third draft, with several conferences between the Director of the Move and Department Heads. This schedule in its final draft became an accurate working plan of the entire move.

The main book stack of the library was housed on the fifth floor and in the basement of the temporary quarters, with the offices and Children's Department on the fourth floor. The preparatory departments, the School and Outside Delivery Departments and the Reading Rooms were on the third; the Reference, Education and Art Departments on the second and the Technology and Main Circulation Departments with the Registration and Circulation desks on the first and mezzanine floors. The Training Class, Bindery Staff Rooms and Print Shop were on the fifth floor. These locations of the departments in the old building together with the locations in the new building are given to better picture the problem.

In the new library there are seven stack levels;

<sup>1</sup> Mr. Josselyn, formerly of the Buffalo Public Library, was in charge of planning and supervising the moving of the Enoch Pratt Free Library from December 13, 1932 to February 10, 1933.

three below the main floor; two on and above the second floor, and two on and above the third floor. There are three main floors. The Popular Library; the Departments of Literature; of Biography; History and Travel; Industry and Science; Business and Economics; Civics and Sociology; Education, Philosophy and Religion; and Reference are on the first floor. The Public Catalogs, Registration, Circulation and Information Desks are also on this floor. The Offices, the Art Department and several of the Preparatory Departments, and the Maryland and Poe Rooms are on the second floor. The Staff Quarters, Training Class, Bindery and Print Shop are on the third floor. The Children's Room, the Outside Delivery and School Departments are on the ground floor or second stack level, which due to the sloping lot is two stack floors below the main floor.

Each department had the responsibility of assigning the location, and supervising the placing of all material in its department. Stack sections on the various levels were assigned to each Service Department. All Department Heads had blueprints or sketches of their departments and stacks, giving definite location of all furniture and shelving, the latter, both on prints and in the new building being numbered. All shelving in the old building was also numbered. Beginning with the measurement of the various classes of books in the old building under the control of each department, the problem of new locations was developed. Stack shelving was spaced five, six, or seven shelves high depending upon the size of the books. A complicated problem arose in the separation of the 1928-to-date magazines and the reference books, from two groups each in the old building to eight groups each in the new. Shelf space was allowed for expansion, from 10 to 50 per cent, and book supports placed accordingly before shelving the books.

The schedule was so planned that the passenger elevator could be used at all times by the library patrons and the tenants of the sixth floor; that as far as possible two points of exit could be used for the book flow, and that no public service department be left in the air for a single hour on the busy days of the week,—Saturday, Monday and Tuesday. Stack material was scheduled for the first six days of the move, followed by the public departments on the following four days, and closing with two days of miscellaneous material.

In the schedule and in the entire move the unit used was the "book foot," one foot of books on the shelf. The Transfer Company had 1,400 boxes, thirty-six inches long by eighteen inches wide by twelve inches deep, with handles on each end. These boxes held six feet of books, two three foot shelves of the average size books, or

three feet of books, one three foot shelf of oversized books. All books except newspapers and a few oversized books were placed in the box as they stood on the shelf, the boxes being high enough to allow them to be placed one on top of another without damage to the books. The average number of boxes to a load was forty-five, and the average days haulage of a truck was five loads.

Three streams of books moved daily, work commencing at 7:30 in the morning, and stopping at 6:00 in the evening, with a half hour for lunch. One crew was maintained for each stream of books, and consisted of two men to unshelve the books and place them in the boxes, one man to transport the boxes on dollies to the elevator or shipping platform, a librarian to supervise unshelving and packing, one man to aid the truck driver in loading boxes, two trucks with drivers, one man to aid in unloading, one man to transport boxes on dollies to points of shelving, and two men and a library supervisor to shelve. This was a total of ten men and two supervisors per crew. In addition to three such crews there were two elevator operators, one carpenter to repair boxes, a dispatch officer at the old building, a foreman of the Transfer Company at each of the buildings, and the Director of the Move, a total of forty-three people.

As each box was filled a colored placard  $7\frac{1}{2}$ " by  $8\frac{3}{4}$ " was tacked to the front end of the box, a different colored placard being used for each level of the new building. These cards were printed with the floor, department, shelf, class and box number. An example is given below:

Main Floor  
Educ. Phil. & Rel.  
Sect. no. (74—)  
Class (W)  
Box no. (39)

This legend appeared on a yellow card, with that part in parenthesis filled in by the library supervisor. This card being yellow every one of the movers immediately would interpret it as a box for the main floor, and others would interpret it further as the thirty-ninth box of the class "W," religion to be shelved in section number seventy-four and running through as many sections as necessary, in the Department of Education, Philosophy and Religion. These placards kept all books in order, avoided confusion and were easily interpreted by the simplest mind. Boxes were handled on dollies, four, stacked on top of each other, and being in consecutive order so that the books could be unpacked and shelved, without taking the loaded boxes off of the dollies. The speed of the entire move was gauged by the time spent in shelving the books in the new building.

Besides the many bound newspapers moved from the fifth floor of the temporary library,

ten van loads were transferred from the City Hall. All newspapers were handled, several volumes flat, in special large boxes. Miscellaneous light desk material and the personal effects of the staff were packed in cartons.

All vertical files and catalogs were moved to the new building and the material transferred to the new cases immediately. Plans for the various catalogs,—public, official and departmental, and the registration files, were completely laid out before the move. Index cards were placed according to the new groupings, in the old files so that when the move was made the transfer became simply a physical problem of lifting cards from one tray to its corresponding indexed new tray. Labels for the thousands of trays were printed and inserted before the move. This so expedited the work that the problem of moving the registration desk became only a matter of a few hours, with registration going on continuously, and the public catalog being out of use only during its transportation from the old to the new building.

For ten days, ten hours each day, books were shelved one each second. In the one hundred hours of the book move over 400,000 volumes were transferred. On the second and third days, a total of 106,450 volumes, made the record of 5,322 books every hour. A total of 222 van loads of books and forty-five van loads of furniture and miscellaneous material was transferred.

The move was made more interesting by the fact that considerable steel and wood equipment was being installed at a late date owing to delays in completing certain building sub-contracts. Two thousand roller shelves for newspapers were uncrated and set, sometimes less than one section ahead of the newspaper flow. Book shelving at one time caught up to readjustment of stack shelves, and steel furniture workers finished installation of the Outside Delivery Department

three hours preceding the move of this department. Moving of the Catalog, Classification, Reclassification and Order Departments had to be scheduled for a later date in order that steel work in these rooms could be completed.

One no small part of the move was the disposition of the furniture in the old building. All of this equipment was tagged preceding the move, about one-third going to eighteen branches, one-third in storage at the new building and the remainder left in the old building for disposal.

Thursday, the eighth day of the move saw the new building open for service in five of its open shelf departments, with five additional departments open on Friday morning, two others on Saturday and the remainder on the following Monday. A picturesque sight the main floor presented on these first days of the opening. A constant stream of visitors flowing into the great central lobby and on to the nine service departments opening from it. The librarians and staff members hurrying to and fro, the transfer men in their neat uniforms pushing their loads of books, four boxes high, on little rubber tired dollies, across the lobby to the various departments, where the shelves were rapidly filling up with bright new novels, solid looking volumes of philosophy and religion, interesting looking books on business and economics, and thick heavy reference volumes. Huge cases of empty drawers, over three thousand of them, being filled with tens of thousands of cards. Interesting exhibits being placed in the windows, in the museum cases and in the wall cases. Vertical files being filled with valuable material. Empty desks no longer empty. Life developing on every side. An eager public waiting for its new building to be all complete, and besieging it a day or two later to the number of more than six thousand.<sup>2</sup>

2 Copies of the specifications and the moving schedule, both in mimeographed form, will be sent to any library for 6¢ postage, on request to the Enoch Pratt Library, Baltimore, Md.

#### In A Public Library

I see them totter in, the very old,  
In clumsy, shapeless clothes and shabby shoes;  
With searching eyes they scan the racks for news,  
Or seek the magazines where tales are told:  
Strange tales of mystery and fairy gold,  
Romance, adventure, and the distant glow  
Of that far land where dreams forgotten go,  
Where no one is neglected, hungry, cold.

Not all are old and poor; the young are here.  
With eager eyes they come to learn; 'tis plain  
They have the faith of youth and its disdain  
Of failure, disappointment, loss and fear.  
Some day, they too will watch the setting sun,  
And reading here, forget what life has done!

—ALETHEA TODD ALDERSON.

# Forty Years After

## Attendance List, American Library Association, Chicago Conference, 1893

Compiled By MRS. HENRY JAMES CARR

THE MODEL Library in the United States Government building was the outstanding object of interest to all librarians attending the American Library Association conference and the Columbian Exposition in 1893. This was prepared by the A.L.A. World's Columbian Exposition Committee: Mary Salome Cutler, Frank P. Hill, Charles Alex. Nelson, Col. Weston Flint, Charles A. Cutter, Fred H. Hild, and Hannah P. James. Forty years have made many changes among those workers. Dr. Hill is the only member of the committee now living. Of those specially active on the sub-committees: Dr. Dewey, J. N. Larned, and E. C. Hovey are also gone.

The 1893 conference was notable for the attendance of many who gave of their time and means for the furthering of library interests through the A.L.A.; for those were the days before National Headquarters, with its capable staff of workers. Presidents, Secretaries, Treasurers, and other officers, and Committee members attended to their full duties in their respective libraries, then devoted much of their supposed leisure time to work for the Association.

There were registered in 1893 twenty-two who have served as Presidents: E. H. Anderson, C. W. Andrews, W. H. Brett, H. J. Carr, F. M. Crunden, C. A. Cutter, Dr. Melvil Dewey, Miss Eastman, Mrs. Elmendorf, W. I. Fletcher, C. H. Gould, S. S. Green, Dr. F. P. Hill, Dr. J. K. Hosmer, W. C. Lane, Dr. T. L. Montgomery, Miss Plummer, Dr. W. F. Poole, Miss Rathbone, Dr. E. C. Richardson, Dr. R. G. Thwaites, and H. M. Utley.

Mr. Carr was treasurer seven years, Recorder two years, during which time he edited the Proceedings for 1894 and 1895; Secretary two years; also, Vice-President, member of the Council, and the first Secretary of the American Library Institute. Other Presidents have also served as Secretaries, Recorders, and Treasurers. Among those who have not been Presidents, Mr. Faxon, as Secretary; Gardner M. Jones as Treasurer; and Miss Nina E. Browne as Registrar, deserve special mention for their efficient work.

### Chicago Conference, 1893

Of the 313 at the conference over sixty (many of them prominent in this country, and abroad), were registered who never joined the A.L.A.

Those names are omitted from the following lists.

The registration number in the order of joining, is given after each name. It has been suggested that a reunion be held in Chicago at the time of the next A.L.A. conference in Chicago in October. The following are eligible to attend. Any not on this list, but who were members previous to 1894, will be gladly welcomed.

M. E. Ahern 1676, E. H. Anderson 1083, Lucy Ball 890, S. H. Berry 587, W. S. Biscoe 80, R. R. Bowker 52, A. N. Brown 206, Nina E. Browne 716, Edna D. Bullock 1170, Ada Bunnell 799, Mrs. Henry James Carr 448, Mrs. F. P. Chase Cass 751, Ellen M. Chandler 1099, F. A. Chase 1068, Hester Coddington 1156, Dr. G. W. Cole 500, H. H. Cooke, Gratia A. Countryman 1768, Arthur Cunningham 1169, Mrs. Emily Wade Cushing 913, Mrs. Emma R. Neisser Delfino 952, Jacob P. Dunn 760, Linda A. Eastman 1188, Mary A. Eddy 597, Caroline L. Elliott 1175, Elizabeth T. Ellis 1196, F. W. Faxon 1139, Mrs. Estelle Haines Fennell 927, Byron A. Finney 1192, Elizabeth L. Foote 957, Mary Francis 1148, Marilla W. Freeman 1135, Ellen Gale 211, Caroline H. Garland 619, C. G. Gill 823, Mary L. Hagar 542, J. C. M. Hanson 1136, J. LeR. Harrison 1011, Clara S. Hawes 1171, Emma A. Hawley 1463, Mrs. Jean Colville Herrick 1153, Dr. F. P. Hill 459, Mrs. F. P. Hill 1058, George Iles 946, R. H. Johnston 1191, Ada Alice Jones 770, G. M. Jones 605, Mrs. G. M. Jones 781, Maria L. Jones 962, Tessa L. Kelso 562, Mrs. Andrew Keogh 1162, Mrs. Bess W. Myers Mayfield 1158, W. S. Merrill 1166, John Mills 1157, Martha F. Nelson 725, Henrietta R. Palmer 709, Mrs. Minnie B. Paoli 1498, Hon. J. P. Parmenter 859, F. C. Patten 543, Cora B. Perrine 1155, Prof. C. C. Pickett 762, W. T. R. Preston 1205, Josephine A. Rathbone 961, Alice M. Richardson 984, Dr. E. C. Richardson 395, Mary E. Robbins 963, Mrs. K. L. Green Rowse 877, Mrs. Minnie Jones Schlesinger 1154, Dr. Emily H. Selby 546, Walter McM. Smith 1189, Lutie E. Stearns 1267, W. K. Stetson 461, Edith Tobitt 1168, Adelaide Underhill 1017, Jessie McL. Watson 1176, Frank Weitenkampf 797, Mrs. Mildred C. Wood Whitlock 1376, Mrs. Carrie W. Whitney 750, Dr. G. E. Wire 608,

Prof. E. H. Woodruff 517, Florence E. Woodworth 783.

**In Memoriam**

Blanche A. Allan 1152, Jessie Allan 534, Loddilla Ambrose 895, Clement W. Andrews 796, Mary M. Angell 220, James Bain 462, Bessie Baker 1040, George Hall Baker 478, Dr. Henry Banard 104, Edmund M. Barton 33, Mrs. Dell S. Bedell 1202, William Beer 747, Dr. Laura E. W. Benedict 1121, Mrs. Julia O. Avery Bill 881, Mrs. Mary E. Bill 1106, E. W. Blatchford 162, Frank T. Boland 1266, Jacob T. Bowne 1203, Isaac S. Bradley 790, William H. Brett 477, Mrs. William H. Brett 1502, Eliza G. Browning 1081, William S. Burns 1206, David A. Campbell 1150, Henry James Carr 215, Mrs. Nellie M. Rose Caswell 1183, Cedric Chivers 2862, Edith E. Clarke 711, Josephine P. Cleveland 1167, F. M. Crunden 129, Louisa S. Cutler 557, Charles A. Cutter 20, Prof. J. L. Daniels 555, John F. Davies 455, Prof. R. C. Davis 170, Lilian Denio 600, Melvil Dewey 1, Lydia A. Dexter 782, Mrs. Zella Allen Dixon 508, W. G. Eakins 1082, H. L. Elmendorf 1119, Mrs. Theresa H. West Elmendorf 417, Mrs. Mary Salome Cutler Fairchild 480, Edward Farquhar 1052, Charlotte S. Feary 793, Mrs. B. A. Finney 1200, W. I. Fletcher 184, Col. Weston Flint 156, Mary Fowler 1027, Mrs. H. R. Galliner 158, E. F. L. Gauss 1165, Irene Gibson 1114, Rev. E. N. Goddard 474, C. H. Gould 1182, S. S. Green 20, Sarah C. Hagar 503, Emma G. Harris 898, G. W. Harris 399, Charlotte E. Hartt 982, Cecel C. Harvey 1186, Mary E. Hawley 1000, Kate M. Henneberry 1164, Leonora E. Herron 1194, Caroline M. Hewins 263, Fred H. Hild 520, W. J. Hills 460, A. H. Hopkins 1187, James K. Hosmer 947, Georgia R. Hough 1174, E. C. Hovey 832,

Fanny L. Hull 759, Mrs. Frances D. Hull 1184, F. A. Hutchins, Annie B. Jackson 787, Mary S. R. James 1668, Mrs. O. B. Jaquith 594, D. V. R. Johnston 778, Alice B. Kroeger 728, Mrs. C. M. Lane 998, W. C. Lane 472, Ernst Lemcke 1131, Mary B. Lindsay 1207, George T. Little 467, Mrs. G. T. Little 1198, Anna H. McDonnell 981, Mrs. Annie F. Parsons McDonnell 103, Bessie R. Macky 959, B. Pickman Mann 200, Mrs. B. Pickman Mann 300, Mrs. S. B. Maxwell 202, G. B. Meleney 202, Anna Metcalf 897, Mrs. M. H. Miller 763, Angie V. Milner 1185, Mrs. S. H. Miner 564, T. L. Montgomery 853, J. G. Moulton 1172, Mrs. Marietta Myers 752, C. A. Nelson 83, Hon. Nathaniel Niles 279, Mrs. N. Niles 1204, Dr. E. J. Nolan 6, Minnie M. Oakley 545, Maggie A. O'Brien 634, Prof. C. R. Olin 1201, Dr. T. S. Parvin 1159, A. L. Peck 466, N. S. Patton 565, W. T. Peoples 3, H. T. Peterson 902, Mary W. Plummer 602, R. B. Poole 36, William F. Poole 45, Henderson Presnell 617, Helen W. Rice 1115, J. W. Rich 1160, Mary A. Richardson 891, E. C. Rowse 1123, A. J. Rudolph 909, Mrs. Ellen Coe Rylance 506, Mrs. M. A. Sanders 403, Cornelia A. See 742, May Seymour 777, Katherine L. Sharp 1023, Hermine A. Simon 1029, Mrs. C. B. Smith 933, Mrs. Mary C. Spencer 1177, G. E. Stechert 90, Dr. B. C. Steiner 1107, W. M. Stevenson 1151, Emile Terquem 3097, R. G. Thwaites 756, A. W. Tyler 8, Henry M. Utley 502, A. J. VanNess 1195, Agnes E. VanValkenburgh 1098, Sula Wagner 1118, Genevieve M. Walton 1190, Martha T. Wheeler 1018, A. W. Whelpley 616, Mrs. A. W. Whelpley 651, W. B. Wickerham 154, J. N. Wing 585, Mrs. Lucy C. Womner 1089, R. C. Woodward 414, Elizabeth Young 1163.

**Mountains To Measure By**

Let there be beauty where I live  
And time for knowing;  
Let there be room for quietness  
And space for growing.  
I would have silence where I grow,  
And a song to sing  
Of the vagrant wind and the sun  
And a wild bird's wing.  
Let there be beauty where I live,  
Mountains and the sky;  
May my horizons ever hold  
Mountains to measure by!

—AGATHE DEMING

# Fines Findings

By C. P. BABER

*Librarian, Kansas State Teachers College of Emporia*

THE FINDINGS here presented, relating to regulations governing the levying and collecting of fines and the securing of the return of borrowed materials, are the result of an investigation of the practices of some twenty-four college and university libraries extending in geographical distribution practically the full length and breadth of the United States. The purpose of the study has been to determine to what extent the applied wisdom and judgment of many experienced college librarians may serve to test the seaworthiness of certain methods now in use and suggest needed revisions of policy. An analysis of the reports received is set forth below, under headings that bring into relief the various aspects of the problem.

#### Rates

RESERVE BOOKS. Among the libraries reporting, the more common rate of fine on books kept on reserve is 25 cents for the first hour overdue and 5 cents per hour thereafter. In certain libraries the rates for the first and succeeding hours are 25 cents and 10 cents respectively. In two of the libraries no fine is charged. The rates in other libraries vary as follows:

10 cents for each hour.

10 cents for the first hour and 1 cent per hour thereafter.

10 cents per half day or evening.

25 cents for each hour.

50 cents for the first hour and 1 cent per hour thereafter.

50 cents per day.

In some of the libraries an additional fine of 5 or 10 cents is assessed if a book is left lying on a reading table instead of being returned to the loan desk. In one of the two libraries reporting that no fines are levied, the reason given is that the president of the institution is opposed to any regulation that would involve the collecting of money by the library. The other library reports that as a result of its policy of imposing no fines the students are abusing library privileges to such an extent that a fines system is to be put into operation soon.

BOOKS NOT ON RESERVE. The prevailing rate applied to books of this classification is 5 cents a day. The next most common charge is 3 cents a day,—closely followed in popularity by the rate of 2 cents a day. Other rates used are:

10 cents a day.

5 cents for the first day and 1 cent per day thereafter.

5 cents for the first day and 2 cents per day thereafter.

The assessing of a higher rate for the first day than for succeeding days is intended to preclude any necessity for the indefensible practice of

paying out more postage to collect a fine than the fine itself amounts to,—in instances in which a notice must be mailed to a student who returns a book only one day late but who fails to pay the fine at the time. The requiring of the student to pay the postage on the notices the library has to send him is another method designed to make it impossible for the cost of collection to exceed the amount of the fine.

#### Extent Of Penalty

WHEN BOOK IS RETURNED. In meeting the situation in which a student returns a book after an unusually long delinquency (during which period the fine has mounted to extreme proportions) the libraries reporting resort to various expedients to scale down the charge which, if computed in accordance with the customary rate of fine, would produce a rather alarming amount.

Two librarians report an insistence that the full amount of the fine be paid. The policy of others is to follow no fixed rule in such instances, but to decide each case upon its own merit. One librarian states that early settlement is forced,—before the accumulating fine has had time to reach beyond two or three dollars. The more common custom, however, is to permit the fine to become fixed in amount (after it has mounted to a figure equalling the price of the book involved) regardless of how extended the overdue period may become.

This last mentioned practice is open to question, on the ground that the cost of a book certainly can bear no logical relation to the amount of the fine that may with propriety be imposed as a penalty for its tardy return. Often the availability of a book, at a given time, is of far greater value than the cost of a new copy,—the purchasing and cataloging of which not only costs money but involves delay, as well.

When a book is daily needed by a number of students, at any particular period, such students are as badly handicapped by the withholding of a forty-cent book as they are when the belated volume bears a price mark of five or six dollars. In either case a group of people have been subjected to needless inconvenience and loss because of the carelessness or selfishness of a single student who has held a book out long after the proper return date.

In the handling of an account involving the greatly delayed return of a borrowed volume, two important principles emerge. In the first

place, after a fine has reached a high figure an attempt to collect it (even though successful) tends to subject the library—and the institution as a whole—to violent criticism, and to provoke ugly antagonism. In the second place, and on the other extreme, to hold a student accountable for violating a fine regulation for a period of a week or a month or two months but exonerate him for violation beyond that period, operates to encourage disrespect for the rule in its ordinary as well as in its extreme functioning, and has the effect of granting a reward to the extensive violator but assessing the full penalty upon the moderate offender.

Furthermore, such variableness in enforcement furnishes an incentive to the student to keep a book out indefinitely,—knowing that no fine will be imposed upon him beyond a certain period or amount. And, too, if the book is a moderate-priced one the disposition of the student is to consider its continued use as being of more value to him than its cost,—with the resultant effect of paralyzing the book's circulation among other students. To counteract such inclination on the part of the student one librarian reports that he makes a substantial discount to the student who returns a book, but collects the full amount of the fine from the student who reports a book as lost.

From the foregoing it is apparent that if undesirable extremes are to be avoided, some plan needs to be devised that will leave the student no opportunity for violating (with impunity) the natural working out of the rule involved. To illustrate, if a rule specifying a legitimate penalty of, for example, 2 cents per day on an overdue book, is invested with potency for the first few days or weeks of the delinquency but has no teeth in it during the remainder of the period of overtime, the inconsistency involved tends to invalidate the rule in its operation over the entire period of delinquency.

It is reasonable to raise the query as to why a student who brings a book back after keeping it, say, for 30 days overtime should be charged 2 cents per day for 30 days,—while another student who keeps the same book out for 6 months or a year, or even 2 or 3 years, and who returns it at the end of that time, is not penalized for any of the long delinquency period beyond the first 30 days, but is fined the same amount as the first person, 60 cents, simply because that amount happens to represent the value of the book. Obviously such discriminations have no foundation in rationality.

**WHEN BOOK IS LOST.** There is an interesting diversity in the practice of the librarians reporting on this aspect of the general problem of library delinquency. In all cases the price of the

book (either its cost to the library, or the trade list figure) constitutes the basal charge. To this amount some libraries add the fine accumulating up to the time the student reports the book as lost. Others add to the cost of the book a charge to cover expense of reordering and recataloging a new copy,—this additional charge ranging from 50 cents to one dollar.

In one library the penalty assessed upon a student who loses a book consists of the cost of the volume plus the accumulated fine plus a fifty-cent charge to apply on cataloging expense. From a university comes the report that after a book has been retained as long as eight weeks the librarian declares it lost and bills the borrower the cost of the book plus a replacement fee of one dollar. This librarian, immediately after such billing, orders a new copy if one is needed. Even though the student later returns the volume, he must still pay its cost, plus one dollar,—in which event the library becomes the possessor of an additional copy that it would not otherwise have had. Another library reports much the same practice, but does the billing when the book is only one month overdue.

The student who loses a book is often inclined to feel that he has discharged his full obligation when he pays the library an amount equalling the price of the volume,—even though the book was long past due before he reported it lost. His objection to the adding of a fine for late return is based on the theory that his paying for a new copy substitutes for such fee. On the other hand, if he escapes a fine for holding overtime, simply because he finally lost the volume, where is the justice in requiring a fine at the hands of another student who had previously held the same volume overtime but finally returned it? Permitting the fine in the one instance and collecting it in the second operates to penalize the student who returns a book and reward the student who loses one. The settlement made by the one student puts the library in possession of the returned volume plus the amount of the fine collected, while that of the other leaves the library with neither the volume nor the fine, but brings to it instead a small sum which serves as a poor equivalent of the lost volume. Each of the two students, let us say, kept his book out until it was sixty days past due. At the end of that overdue period the one student returned his book and paid the \$1.20 fine (60 days at 2 cents a day), while the other reported his book lost. If either of these two students should be forgiven the fine for holding overtime which one should it be? The answer is obvious.

In an effort to avoid the illusion of a double charge (which illusion a student experiences when he is assessed both the cost of a lost book and a

fine for the late reporting of the loss) some libraries make a fairly equivalent adjustment by charging no fine for the delay in reporting a book as lost, but instead, by adding to the cost of the volume a flat fee of one dollar or less to apply on the replacement expense of ordering and cataloging a new copy.

This latter method, though quite commonly used, is weakened by the fact that office expense involved in the ordering and cataloging of a replacement copy of a volume cannot be accurately determined. Hence any replacement charge designed to cover such expense is purely an arbitrary one, and the student readily recognizes it as such. On the contrary, if a fine is assessed (at the regular rate applying to late return of books) covering the actual period of his delay in reporting a book as lost, a student has no reasonable ground for complaint,—even though at first thought it may seem to him that in paying the cost of the book, and a fine besides, he is being charged double. Another advantage of this latter plan of charge is that a student, knowing that a fine is accumulating during the period of his delay in reporting the loss of a book, will be disposed to report such loss as promptly as possible and thus stop his fine from increasing in amount.

#### Time And Method Of Delinquency Adjustment

**NOTICES AND TERMS OF SETTLEMENT.** The college and university librarians consulted use a variety of methods of informing a student of his library delinquency, and in all instances the effort is to put the information across promptly at the beginning of the overdue period. Written notices (either by letter or postal card), telephone calls, personal messengers, and summonses to interviews in the office of the librarian are all made use of in acquainting students with their overdue accounts and inducing them to make settlement.

Another method less frequently used, and one which is open to question, is the periodic posting (at the loan desks) of the names of all students who have unsettled accounts with the library. The criticism offered against such a procedure is that it is lacking in dignity, and tends to humiliate the students,—inviting childish reactions on their part.

Many difficulties that might otherwise be avoided arise from the common practice of allowing delinquency accounts to drift. Some libraries do not compel settlement until the end of a term, while others let the matter ride even until graduation. It is easy, too, to err on the side of sending too many notices to a given student. One librarian's report reveals the fact that a student may receive from six to eight notices, at weekly intervals, regarding a particular account.

When several notices are sent, each succeeding letter commonly carries a stronger threat or a more emphatic note of warning. A much more satisfactory situation prevails in those libraries in which each delinquency is forced to an early settlement,—thus precluding the opportunity for the accumulation of large fines, and avoiding the questionable practice of sending numerous reminders and warnings.

One or two notices will serve to call to a student's attention any overdue book or unpaid fine. Further notices are superfluous, for if the student intends to square his account promptly he will do so when the matter has once been laid before him, and if his disposition is to disregard the first notice received he will react to further notices in the same fashion. Furthermore, a repetition of notices carries with it a clear implication of the library's lack of authority, and encourages disrespect on the part of the student.

The forcing of a student to a prompt adjustment of his delinquency does not necessarily mean the demanding of immediate payment. Indeed if a student's financial situation is such that he cannot pay at once, wisdom would dictate that he be given time on the entire amount or that he be permitted to meet the obligation by small installments. And, if a student is utterly unable to secure money from any source, some libraries even go so far as to permit him to work out his fine,—by dusting, moving books, etc.

The librarian may well be humane and generous as to the terms of settlement, but he will favor both the library and the student in firmly demanding that the latter put in an early appearance and at least show a disposition to square his account. A student can report early, as easily as later, his intention to clear his library record as soon as his circumstances will permit.

A further advantage accruing from the policy of bringing each delinquency to a prompt adjustment is the consequent avoidance of the congestion and rush that obtain when the problem is dealt with in mass, at the end of the term. It is true that the plan of pressing each individual case as it arises may in some libraries necessitate the keeping of a separate "Time Record" not otherwise needed. But the results, it is believed, will more than compensate for the additional clerical work involved.

**REGISTRAR'S OFFICE.** If any rule governing delinquency—no matter how moderate and reasonable such rule may be—is to have full efficacy, it is obvious that some instrument of authority more powerful than a library notice must be at hand to be used as a leverage in dealing with those students who do not voluntarily pay their fines or return the overdue books in their possession.

The most widely used means of bringing extra force to bear is the securing of the Registrar's cooperation. That officer, by a ruling of the administration, may be invested with authority to withhold grades, transcripts, certificates or degrees from students who are in arrears in their library accounts. Furthermore he may refuse re-enrollment to such students.

The usual procedure is to furnish the Registrar's office, at the close of each term, a list of those who have not cleared with the library. If such students leave the college never to re-enter it and do not subsequently enroll in any other college, there is often no way to compel them to pay library claims. But if they re-enroll in the same college the following or any later year, they will find themselves unable to complete the registration process without first adjusting the library charges that still face them,—as the librarian brings their names forward each term on the list furnished to the Registrar. Or,—if they enter a different college, they will be required to furnish a transcript of their grades from the first college,—and this will be refused them until their library obligations are met in full.

In one institution a library staff member sits at the enrollment table, and as each student passes by he is required to have his enrollment card stamped with the library's o. k. As he submits his card for such stamping, the library assistant first examines the list of students having library charges standing against them. If his name appears on such list he is required to step out of the enrollment line, go to the library, pay the claim, and return with a library clearance slip. His card is then stamped, and he is permitted to complete his enrollment.

**DEAN'S OFFICE.** The Registrar's influence, as just described, is most effective, but falls short in one respect, namely, that it can be brought to bear only at the close of one term or the opening of another. It does not suffice for the adjustment of those delinquencies that reach maturity during the progress of the term. For these latter some additional authority is necessary to compel settlement when due. The office of the Dean often serves as the instrument of enforcement.

The library will desire in all ordinary instances to collect its own fines and solve its own delinquency problems, without putting this added burden upon the Dean who is already loaded with a variety of disciplinary responsibilities. But in rare and aggravated cases many libraries are finding that the cooperation of the Dean is cheerfully granted and proves to be of great advantage. In institutions having a general committee on discipline, such body also may be appealed to, in extreme emergencies, for aid in the enforcement of library claims.

**BUSINESS OFFICE.** In one or two reporting libraries the account of a student who owes a library fine is sent to the Business Office for handling. One librarian in describing the method used in his library states that when a fine on an unreturned book has accumulated to an amount equalling the price of the volume, he bills the student for that amount,—forwarding the bill to the college Treasurer for collection. After such forwarding the librarian pays no further attention to the matter,—as it is the business of the Treasurer to collect all bills assessed against students.

The plan of securing payment of library fines through the Business Office is rarely resorted to, however. Two strong objections to it are offered. In the first place it imposes upon the Treasurer or Bursar a great deal of additional petty book-keeping, and secondly, when a student appears to pay a library fine, he often wishes to know the particulars relating to it. These the Bursar is not conversant with, and must refer the student back to the library for the desired information. Inasmuch as the library records show all the facts regarding the account, and the library attendant knows the circumstances connected with it, the student who pays his fine at the library instead of at the Business Office receives a satisfactory explanation of the charge. Often, too, a fine that has been charged against a student's name may merit a reduction in amount, or even outright cancellation. But such fact cannot be determined until the student has appeared, in response to the notice he has received, and has furnished the librarian evidence justifying such an adjustment. With fines payable at the Bursar's window, adjustments can be effected only with difficulty, attended by inconvenience to all parties concerned in the transaction.

**LIBRARY DEPOSIT.** The library deposit (resorted to as a means of collecting library fines) while rather common in the past, seems now to be coming into general disfavor. Only one library included among those studied makes use of it. In this single instance a \$4 deposit is required of each student at the time he enrolls,—ostensibly to be used as a fund against which to check library fines. In actual practice, however, the library waits until a student's accumulated fines have reached \$2. Then, instead of deducting that amount from the student's deposit fee, the library requires him to pay the \$2 out of pocket so that the original \$4 deposit may remain intact as library security covering future claims.

It is difficult to see any justification in requiring a student, at the beginning of a term, to put up a deposit calculated to absorb library fines that may develop during that period. To begin with, the plan involves a great amount of additional

clerical work in collecting fees, checking against them, making refunds (if any) at the end of the term, etc. Furthermore, there is no assurance that a deposit of moderate amount will suffice in every case to cover in full, a student's accumulated fines. And since any fines incurred by a student after his deposit has been absorbed must be collected outright, all of his fines, from the beginning, may as well be collected in the same manner, and thus do away with the library deposit altogether. If a student is going to meet honestly his fines there is no point in requiring a deposit in advance. And if he is not, a deposit offers no guarantee of full collection.

**FRATERNITY, EMPLOYER, AND OFFICER OF THE LAW.** In the group of libraries asked to furnish data, two follow the practice of sending letters to heads of fraternities and sororities, as one of the methods used to bring pressure upon delinquent students. One librarian even makes use of the police, in extreme emergencies when all other measures fail. His explanation is that a library volume is state property, and that it is therefore his right and duty to call to his aid city and state officials in repossessing it. Another librarian finds that in case a delinquent student is employed for pay, his employer's cooperation may be used to good advantage in inducing such student to settle any library claims standing against him.

**FORFEITURE OF LIBRARY PRIVILEGES.** A common penalty imposed upon students having library debts is the revoking of their privilege of using the library's resources. Among the libraries where the forfeiture principle operates there is some variation in the manner of its application.

In one of the libraries furnishing information as to its practice in this regard, a student who has been delinquent throughout a given term is prohibited, during the next, from borrowing any books. The plan is reported as being only partially satisfactory.

The circulation librarian in another institution prepares a list of all students, each of whom has more than three overdue volumes in his possession and more than three unpaid fines charged against him. Copies of this blacklist are distributed among the assistants on duty at the various charging desks, with instructions not to loan books to any student whose name appears upon it. The report is that such a procedure operates to prevent the accumulation of large fines.

A somewhat different method reported by one librarian is that of writing the student a letter (after he has ignored two former postal card notices a week apart) warning him that if his borrowed volume is not returned promptly no more books will be issued to him. The student who fails to respond to this final letter is forthwith

denied the borrowing privilege, and, as an additional penalty, there is added to his fine the 25-cent fee paid to the messenger who is sent to call for the book in his possession.

The withholding of library privileges constitutes a leverage that is more attractive in theory than effective in practice. Such a method is cumbersome to administer in a large college or university where the enrollment is so large that library desk attendants cannot identify all students who have been blacklisted. And even though a student's presence may be barred from the library building, it is an easy matter for him to secure library materials through his friends, and thus receive library service.

**EXCLUSION FROM CLASSES AND EXAMINATIONS.** In the effort to compel payment of library claims, one of the university libraries furnishing data for this study, follows a most unusual procedure. The Dean will not permit students having unpaid library accounts to take the final examinations. At the beginning of the examination period the Treasurer or his representative steps into the room and reads aloud the names of delinquent students. If any such students are present they must pay the claim at once, before they are allowed to proceed with the examination.

The librarian of the institution just referred to, though he has the support of the Dean and the Treasurer, reports that he is unable to secure satisfactory faculty cooperation in the carrying out of this method,—the typical attitude of the instructor being that his duty is to instruct the student, test his knowledge of the field covered, and grade him on the basis of the progress he has made in his study.

The library using this novel expedient is perhaps asking too much of the instructor in requesting him to send from the examination room a student who happens to owe a library fine. It is true that the fine must eventually be paid by the student before he is permitted to receive his college credential. But a different method of approach would secure a greater degree of faculty support and would be responded to by students in a better spirit.

Much the same kind of weakness lodging in the plan of excluding delinquent students from examinations inheres in the practice (rarely resorted to) of barring from their classes students who have unsettled library accounts. Either of these two measures is cumbersome in enforcement and tends to break down of its own weight. Where either method is attempted, instructors react to it with antagonism or indifference, and are disposed to side-step its enforcement.

#### Final Comments

An amusing example of a totally wrong con-

ception of the purpose of library fines was furnished by the remark of a representative from the State Auditor's office who was auditing the accounts of one of the college libraries included in this investigation. The state official congratulated the librarian heartily upon the fact that he had exercised such business acumen as to be able to collect from the students, in one year, the princely sum of \$750 in fines. "That's great!" was the comment of the man from the state capital. The fines afforded a neat revenue to the state, and his heart was therefore glad. The librarian could make no reply. His spirit was heavy.

It goes without saying that in the thought of every librarian worthy the name the chief objective in assessing penalties upon students is not to collect money, but to get books back and keep them on hand at all times to meet the needs of all students, and to secure democratic cooperation on the part of all persons in the entire college community.

Since there is no blanket solution for the delinquency problem there can be no justification in the publishing of a forbidding array of restrictions, prohibitions and penalties. When rules are printed they must be adhered to. It is the prevailing opinion of successful library administrators that too elaborate a schedule of rigid rules invites embarrassment in the many instances in which adjustments are merited.

For these and other reasons wisdom seems to dictate that there be only a few direct, simple rules, and that even these few be couched in an elastic phraseology that will allow a good margin of freedom on the part of the librarian to judge an individual case by its own equity. If the rule is wisely stated it will be possible, on occasion, to adhere to its spirit and intent without sticking to the letter thereof.

Firmness, tempered with reason (rather than

the exacting of the pound of flesh) is the important thing. The attitude of the offender, and the nature of the circumstances under which his delinquency developed, are sensible considerations. When violations are pronounced and wilful the problem may at times be an ugly one. But even the most aggravated delinquency may be brought to a satisfactory settlement through the efficacy of a wholesome cooperation between library officials and general college authorities.

And withal, honesty should prevail. In analyzing the returns it was discovered that in one or two of the institutions the librarian is not averse to the use of "bluff" in the attempt to reduce delinquency inclinations. A case in point is the practice of publishing a rule to specify a fixed rate per day for every day overdue, but applying such rate (when actually computing the fine) to the first day only, and then dropping to a lower rate—unknown to the student—for all of the days succeeding the first.

If rules are just and reasonable they are enforceable, and there is nothing to be gained by printing them in such a way as to misrepresent the facts. The policy of frankly taking students into the library's confidence in their money obligations commends itself as having a surer foundation.

Let it be said, finally, that the end has not been fully achieved even when a set-up has been developed that is highly effective in compelling the return of books and the payment of fines. There is more to the problem than that. Its solution must be accomplished by methods the fairness of which are above question,—so that the student, after he has secured his credential, will not leave the campus with feelings of resentment, or look upon books and libraries as objects to be avoided except when forced to make use of them.

#### Leisure

What is this life if, full of care,  
We have no time to stand and stare.  
  
No time to stand beneath the boughs  
And stare as long as sheep or cows.  
  
No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.  
  
No time to see, in broad daylight,  
Streams full of stars, like skies at night.  
  
No time to turn at Beauty's glance,  
And watch her feet, how they can dance.  
  
No time to wait till her mouth can  
Enrich that smile her eyes began.  
  
A poor life this if, full of care,  
We have no time to stand and stare.

—WILLIAM H. DAVIES

## Librarian Authors

**E**DWIN E. WITTE, Chief of the State Legislative Reference Library at Madison, Wisconsin, is the author of *The Government in Labor Disputes*, published by McGraw-Hill Book Company in 1932. Mr. Witte has been making a study of labor disputes for the past twenty years. In 1914-1915 he was



Edwin E. Witte

special agent for the United States Commission on Industrial Relations and has since acted as mediator in strikes throughout the country. Dealing with every phase of governmental intervention in labor disputes and with social, economic and legal aspects of industrial troubles, the book is the first which covers the entire field. His book is an economic, not a legal treatise, and was written for the public rather than for the labor specialists.

Mr. Witte is a native of Wisconsin and a graduate of the University of Wisconsin with both an A.B. and a Ph.D. degree. He has held positions in various fields including: statistician, Wisconsin Industrial Commission, 1912; Secretary to a congressman, 1913-1914; special agent, United States Commission of Industrial

Relations, 1914-1915; instructor, University of Wisconsin, 1915-1916; secretary, Industrial Commission of Wisconsin, 1917-1922; and Chief of the Wisconsin Legislative Reference Library since 1922. Since 1920 he has also been a lecturer in the University of Wisconsin in the field of labor legislation.

He has written numerous articles in legal and other periodicals, principally on subjects of labor law and labor legislation. Although not a technically trained librarian, he has, for over ten years, been in charge of the Wisconsin Legislative Reference Library, which was the pioneer in the field of legislative reference, and is the successor of Dr. Charles McCarthy, the founder of the Library.

**E**RMINE STONE, librarian of Sarah Lawrence College, Bronxville, New York, and author of *The Junior College Library*, published by the American Library Association in 1932, has been doing library work for twelve years, in fact, ever since she was a junior in college. She started out as a student assistant at Southern Methodist University, Dallas, Texas, under Miss Dorothy Amann. After graduating in 1921, she worked in the same University as assistant in charge of the reserve desk for three years. Here she obtained her first contact with junior college problems as untrained librarians of the small Texas junior colleges often spent their summers working in the Library for the experience and training. In 1924-1925 she attended the Library School of the New York Public Library and from 1925-1928 was librarian of Bradford Academy, Bradford, Massachusetts, a New England junior college. In 1929 she received her M.S. from Columbia University, her thesis being "A Book Collection in the 300's for a Junior College Library." From 1928 to date she has been connected with Sarah Lawrence College, acting as librarian since 1930.

Miss Stone was on the committee which drew up the resolutions concerning standards at the first A.L.A. Junior College Round Table in Los Angeles, California. It was here that she was asked to write the manual, *The Junior College Library*, published last year.

She states that she received her only experience in public library work at the Fort Washington Branch of the New York Public Library during the summer of 1925, and her only experience in cataloging in the Reference Department of the same library during the summers of 1926 and 1927.

# THE LIBRARY JOURNAL

June 1, 1933

## Editorials

FOR FORTY years our earth has been rolling around the sun since Chicago's Columbian Exhibition; it is fifty years and seven since the epochal Centennial Exhibition of Philadelphia; but most important of all, in the eyes of the western metropolis it is one hundred years since Chicago became Chicago and from that counts the Century of progress which gives title to this year's great exhibition. This is fairly accurate for in 1833 Morse had but just commenced work on his electric telegraph, the forerunner of the development which has made electricity our chief instrument of progress. The Centennial Exhibition first heard the telephone and gave America from Vienna good bread and coffee which previously she had sadly lacked. The Columbian Exhibition included a tiny Swedish Steam Turbine which attracted attention, caused the importation of larger units and led to the development of huge turbines which in Chicago and elsewhere have been a chief source of electrical energy — an interesting illustration of what may come from such world exhibits. Columbus to be sure crossed the ocean blue in fourteen hundred ninety-two and Chicago was a year behind hand in its Columbus Memorial, but this year it was not to be caught napping, has not only financed the Fair without federal, state or municipal help, but made ready for a prompt start June 1, which was advanced five days in the hope that it would permit the President of the United States in person to open the great show. It will in fact be the greatest show the earth has ever known in the extent and variety of its features on the artificial land which has been developed at Chicago's lake front close by the very heart of the city, and from the enchanted island for the wee folk. It outreaches to the sky railway for aspiring grown ups who may see Chicago and its environs of three states from 675 feet in the air. The buildings will be each of them a marvel, and a leaf has been taken from library stacks by making many of them windowless, ventilated by artificial air conditioning and lighted by floods of electric light. It will be well for librarians to make a preliminary visit before the A. L. A. Conference opens October 16, toward

the end of the show or else to prepare themselves for their sight seeing by listening in as the official barker for the exhibition, Burton Holmes, describes its glories each day through the radio.

MRS. CARR resumes her historic office as Chronicler for the A. L. A. by scheduling those in attendance in 1893 who are still living, and her facts in themselves show how the library world has changed in personnel within the period. It may be added that four only of the 1876 participants are today on the rolls of the A. L. A. It is to be hoped that these may show themselves at Chicago as exhibits of longevity of the Library profession and its power of work, even unto the ninth decade of life. William Harden, Savannah born, bred and life long, is probably the Dean of American Librarians in years since the death of C. Alexander Nelson as well as in his service of 67 years, since in 1866 he became Assistant and in 1869 Librarian of Georgia's Historical Society, a post which he still actively fills in his 89th year. Charles Evans notable for his organization of so many American libraries as well as for that magnum opus, his chronological *American Bibliography*, matches Mr. Harden in library service since he became an Assistant in the Boston Athenaeum in 1866, though six years his junior, and he is still busy on the eleventh volume of his catalog of *Books Printed in America*. R. R. Bowker retains his active connection with the library profession in his 85th year through his 57 years relationship with THE LIBRARY JOURNAL as well as his service as Library Trustee in Brooklyn and Stockbridge. Miss Alice Greene Chandler, Advisory Librarian and Trustee of the Lancaster, Massachusetts Town Library, is the only survivor from the 1876 Conference who represented there the modest minority, which is now the dominant majority of the A. L. A. Mrs. Carr's article happily schedules a larger number who were of the A. L. A. in 1893 though most of the membership of those days has already passed over the great divide.

MUCH CREDIT is due the American Library Association for planning and publishing the timely volume, *Current Problems in Public Library Finance*, dealing with present-day business administration and financial problems of public libraries. Since a comprehensive volume, broader in scope, would be years in the making and since the profession badly needed a book now, the Editorial Committee wisely changed its plans and decided to create an emergency volume emphasizing those topics which have been forced into the foreground by present-day conditions. A Sub-Committee, with Carl Vitz as chairman, has chosen vital and acute problems to be discussed and the choice of a wide se-

lection of librarians to write the various chapters adds greatly to the importance of the volume. Mr. Vitz himself gives an effective statement of the social value of the library; Chapters by Miss Wright of Illinois and Mr. Kaiser of California furnish ammunition for organizing community support; Mr. Tolman of New York and Mr. Ranck of Michigan deal with sources of library revenue; Mr. Davis of Connecticut covers economies within the library; and Mr. Sherman of Rhode Island answers the many questions arising in connection with the library budget. A selected bibliography at the end gives over a hundred references to published material along the lines discussed and will be of great value to librarians. Although conflicting views appear, the able discussion of these problems gives a book that librarians cannot afford to do without.

HERE IS a story that a thrifty traveler asked at the Grand Central ticket office for a ticket to Springfield and on being told that there were Springfield, Mass., Springfield, Ill. and Springfield in other states, said he would take whichever was cheapest. The ticket seller probably did not mention Springfield, Ohio, but that Springfield is now putting itself on the library map, as described on another page. This by using local means of exploitation to bring its offerings to the attention of the passers-by, wherever window facilities are put at its disposal, to advertise its books, represented in many cases by jackets and covers solely. Montclair, that in New Jersey, the only one on the map has gone a step further and put bookstalls outside the library building so that he who walks may read or at least borrow a book without the trouble of going into the library building. Boston last year, it will be recalled, supplied books and magazines on Boston Common, not from the public library but through an emergency organization. All these methods of increasing the loan of books, though sometimes sensational, are interesting and may prove in some measure effective, though after all the main purpose should be to bring the reader into the library and make even the homeless feel that this is a home!

THE STORY of the Scotch congregation who wanted to worship in the old church until the new was ready, and build the new out of the materials of the old, is almost equalled by the success of the Enoch Pratt Library in Baltimore in moving its departments from the temporary to the permanent building in such wise that, as in the children's department, the temporary quarters were closed at the end of one day and the department opened promptly the

next day in the new quarters. This was accomplished by careful working out and simplification of elaborate plans which were carried out with such success that the result was achieved without a hitch. The transfer of books from an old library to a new, as in previous cases, has been accomplished with such success because the library system has developed the organizing faculty to a high degree and librarians have become skilled beyond most professionals in such adjustments—another feather in the cap of the librarian.

## Library Chat

### Salutation

To

Linda A. Eastman

We are the plowmen of forevermore,  
Who plant and reap a vast and verdant field;  
Our heart remembers in the deep of night  
Seed-time and harvest when the earth was young.  
When the wild grape hung heavy on the vine,  
And no sound stirred upon the Autumn dusk  
Save the red rain of leaves on hut and hill;  
For man is not the gesture of an hour;  
His heart is nourished and his lips are touched  
With songs unlearned, yet nowise strange to him,  
But like the echo of his richest need.

We are the plowmen of forevermore;  
Still as we plow, we dream. And wherefore not?  
Without a dream no beauty ever bore  
Its Springtime of young leaves. Without a dream  
No angel issued from the marble forth,  
Nor any song from any silver flute,  
Nor any poet freed his spirit's wings  
Upon the ether for man's comforting;  
Nor any city rose upon the plain.

Dreams are the implements of empire. You  
Who listen to my words, take this to heart:  
God dreamed our earth before He made it so;  
And all the beautiful and all the good  
Ever man's hand has wrought, is fruit of dream.  
And this one gift is justly shared of all—  
The shepherds and the mighty men of old,  
And the young lad who serves our daily bread;  
In them, in you, in me, the power to dream.

I bring you now, a dreamer, one whose heart  
Kept close and pondered over certain fashion  
Of freeing fettered beauty; one whose eyes  
Were deep with vision, deep with yearning, too,  
That all men, seeking, might come in and find  
Those riches and those graces which of old  
Were saved unto the scholars and good priests.

I bring you one who dreamed so clear, so true,  
That all her dreaming, like the fertile vine,  
The vine well-pruned, well-tended, night and day,  
In tempest and fair weather, bringeth now  
Rich vintage to mankind.

Brothers and friends,  
The world is weary and the world is sad,  
We have great need of dreams that come alive,  
For without vision shall the people perish.

How gracious to sit by when years are full,  
As sits this dreamer, hearing in her heart  
Men call her "valiant, beautiful and wise."

—BARBARA YOUNG.

# Book Reviews

## Summary Of Public Library Law<sup>1</sup>

THIS LITTLE book of seventy-eight pages "is intended primarily for students taking the professional examinations in librarianship." It divides the subject into three sections devoted to England and Wales, Scotland and Ireland. Under each section the author clearly but briefly summarizes the essential features of the several library acts. He includes a chapter of "Questions and Answers" which is no doubt a great boon to students eager to comprehend a subject, too often quite lacking in the thrill to be found in some other library offerings. Mr. Hewitt shows unusual skill in his economy of words. He tells the whole story in a manner which may readily be characterized by that phrase of our schooldays "*Multum in parvo.*" The book is a pleasing example of typography; and the bright yellow boards in which it is bound should cheer the student on to his best efforts.

—MILTON J. FERGUSON,  
Librarian, Brooklyn Public Library.

<sup>1</sup> *Summary of Public Library Law* by Arthur R. Hewitt, London, Association of Assistant Librarians, 1932.

## College and University Circulation Work<sup>1</sup>

ONE CLOSES this volume with a respectful appreciation of its careful and exhaustive analysis of the problems connected with circulation work in institutions of higher learning but also with a slight feeling of commiseration for the authors. However excellent the presentation of such a thesis may be—and this one is admirable—it is inevitably destined to be read by those only, who are already familiar with the opportunities and the frustrations of the particular field of library service therein demonstrated. This book is packed with information and its discussions are sane and convincing. If some means could be devised to make the reading of such a book compulsory on the part of faculty members, it might go a long way toward alleviating, if not eliminating, the chief difficulties encountered in circulation departments. With no malice whatever but perhaps a little slyly, the authors urbanely suggest a distinction between instructors who "are educating men rather than imparting knowledge" and it is with the former class that they desire to have the circulation department cooperate.

<sup>1</sup> Brown, Charles Harvey, and H. G. Bousfield: *Circulation Work in College and University Libraries*. American Library Association, 1933. 179 p.

The book will be read with pleasure and distinct profit by those who are professionally interested in its subject matter: certain sections may well be used by teachers offering courses in Library Instruction as foundations for lectures or for assigned readings for students. A special chapter instead of two pages might profitably have been given to a more detailed discussion of the student's relation to the circulating department. In spite of the former's highly developed resistance to the acceptance of methods that means application of exact technique, in their pursuit of degrees, a few of them judiciously exposed to definite methods of cooperation might react favorably to a painless inoculation for better library work.

The book is divided into two sections, one on GENERAL PRINCIPLES and the other on ROUTINE WORK. As the latter necessarily develops variously according to local conditions, the authors have wisely made this section subordinate to the first one. Under GENERAL PRINCIPLES no points of importance have been overlooked and the authors' deductions are based not on their own experience only, but upon wide and thorough investigation of the procedure in other libraries. Starting with the recognition of the fact that the fundamental objective of the department should be the coordination of library with instructional service they survey the field of Loan Desk activity in relation to faculty, students both graduate and undergraduate, the public, the alumni, with point and acumen. They blandly state a fact that many instructors in our colleges would prefer to have tacitly ignored, but which the legislators who control the destinies of our state universities would accept as a matter of course, that "the chief and most important user of the college library is the undergraduate student." A certain blinking of this truth by graduate students in some of our colleges occasionally causes as we all know, friction between them and the library officials. Phases of the work, reference, inter-library loans, library instruction, which in large libraries are usually cared for by other departments, are touched upon in relation to the Loan Desk because in small institutions, the assistants in that division are required to render these services.

Mr. Brown and Mr. Bousfield consider a complete inventory oftener than once in ten years, unnecessary. On that point the present reviewer differs from them. As a library increases in size an annual inventory undoubtedly becomes a great burden, but the gain in accuracy of records, in satisfaction over the knowledge that misplaced volumes will be retrieved at least once

in twelve months, more than compensates for the few weeks of drudgery spent in reading shelves. No doubt there comes a time when this frequency cannot be compassed but in a collection of over 700,000 volumes it is still possible in the library best known to the writer. Another point of issue might be that of telephone service. Our experience points to the fact that it is undesirable to render this service to students; response to other calls should be a matter of judgment.

This book is a real contribution to library science. It will be an indispensable text in library schools. In this day when so many surveys are hastily made from answers reluctantly sent to unwelcome questionnaires one welcomes with surprise and gratitude, a work made possible only by much thought, investigation and hard work.

—HELEN M. SMITH, Head,  
Circulation Department, Univ. of Minnesota.

## Thirteenth Edition Of Decimal Classification<sup>1</sup>

THE CHANGES in the thirteenth edition of the *Decimal Classification* are principally extensive expansions for the literature of a few specific fields. There are six or seven such major expansions; the remaining schedules are not greatly changed from the twelfth edition. This is not meant to imply that the new edition is a disappointment or that it does not make a distinct addition to classification literature. The new schedules are extremely important, have been needed for some time, and are competently carried out. One notes in this edition as in all the later editions of the *Decimal* in the new schemes, an increasing tendency to carry them out in minute detail. The new schedules are planned for very close classification, and should serve for the largest specialized collections or classified catalogs. In general the new edition adheres closely to the conventional lines followed in the past, but there are a few departures from established custom which augur well for the future.

The principal expansions are in Psychology (130 and 150), Commerce and Communication (380), Botany (580), Japanese history (952), Radio (621.384), Aeronautics (629.13), and Automobiles (629.2).

A fifty-five page scheme has been developed for psychology, based on current lines of psychological thought. It has been provided for as an entirely new scheme, independent of the numbers previously assigned to psychology, built up on the number 159.9 as a base. This represents something in the nature of a departure in D. C.

policy, but a departure which is certainly justified in the absence of a better way out of a difficulty. It has long been the policy of the editors to deviate little from the original outline, holding that changes in the meaning of numbers once assigned, would lead to confusion and necessitate considerable reclassification in libraries. They have adhered to that principle in this instance by developing an entirely new scheme on a number which had not as yet been pre-empted. They are to be commended for making this break with the old, which placed a part of psychological literature in 130 and the rest in 150, a separation which has proved most unfortunate. They have, however, expanded 130 and 150 for those libraries preferring to retain the old divisions, perpetuating thereby, for the time being at least, the old plan along with the new. The ideal solution to this problem would have been a new scheme built up on 150, instead of 159.9, discarding all the old numbers in 130 and 150. The objections to this are fairly obvious. All libraries would be forced to reclassify the material they had in 150 before the new scheme could be adopted. It would lead to confusion because some libraries would continue to classify under the old numbers, with the result that each would speak a different classification language. Printed bibliographies in which the old scheme had been used, could not readily be interpreted in terms of the new. So the editors have acted wisely, no doubt, in their decision, although it is a compromise. The 159.9 scheme is an excellent one. It will prove a little unwieldy because of the length of numbers made necessary: six figures will be the rule and seven and eight will occur frequently, viz. Abnormal children bears the number 159.92276, intelligence tests 159.92822.

The expansion of 380 reveals some weaknesses which are traceable to the original outline scheme and its failure to provide separate numbers for general topics which are closely related to each other but have a separate and distinctive body of literature. The general class is headed Commerce and Communication. There is included under this two separate groups: literature of commerce and the literature of transportation and communication. The form divisions of 380 must presumably serve equally for both. 380.9, for example, will receive both history of commerce and history of transportation (also, according to the index, commercial geography); 380.1 Theory of commerce as well as principles of transportation. It is a difficult matter to adjust satisfactorily, but a place is needed in the 380's for works on transportation in general; specific transportation systems are provided for under 385-88, but general works must be placed with railroads (385) or thrown back into the general number 380. 380 should if possible be restricted to commerce

<sup>1</sup> *Decimal Classification and Relative Index* by Melvil Dewey. Edition 13. Forst Press, Lake Placid Club, N. Y. 1 vol. in 54 leather, \$12.

alone, or commerce and transportation when treated together. 380.16 is expanded for public utilities. This material might have been in a more harmonious setting somewhere near 338.7 with works on other industrial corporations. While public utilities include many agencies providing communication and transportation facilities, the literature of public utilities is not happily placed between two sections devoted primarily to commerce.

In education, several useful additions have been made, chiefly for topics which have come into prominence during the last few years, i. e., Radio in education (371.333), types of secondary schools (373.2+), nursery schools (372.2412).

Changes in the pure sciences have been noted in an article by Mr. Allen.<sup>2</sup> The botany scheme is an impressive one of 58 pages. The documentation of this is worthy of notice, calling attention as it does to contrary opinions and giving authority for changes. At the head of the scheme is a list of authorities consulted. When changes have been made from the assignments of previous editions, attention is called to the former number in a note, which number is dropped entirely from the schedule.

It is encouraging to see a growing use of notes to define the limitations of classes, and an increasing number of references to alternate numbers. This is an important feature which can be extended still further. There are many common classes of material which could be more definitely allocated by a direct statement in the schedules. For example, a more exact definition is needed to differentiate between 370.94+ and 379.4+. They are both country divisions of education and unless carefully applied will lead to an unfortunate separation of related material. Are all documents (reports of superintendents of public instruction, boards of education, etc.) to go under 379.4? Will educational surveys, since they also commonly represent current educational conditions, be attracted also to this number? What of other works, not historical, on education in a local region? Economic conditions and the history of economic conditions classify under 330.9. It is not indicated that history of economics (theory and thought) does not also classify there. In the scheme for economic theory (330.1) there is no place for history and the classifier might reason that since the biography of economists is in 330.92, history of theory should also go there.

The larger and older libraries meet a difficulty in adjusting their collections to new expansions because the new schedules do not recognize sufficiently the historical development of the subject. Unless this historical development is to be given special consideration in a classification, and to do

so would further lengthen and complicate the schedules, some provision should be made for segregating early works up to an arbitrary date. This could be specifically provided for as the Library of Congress classification does, under each subject as needed, or by setting aside a place among the form divisions. The objection to the latter is that it would place upon each library the burden of deciding what to consider "early works."

It is apparent that as the classification develops and increases in bulk with new expansions, a fresh problem is created for many libraries—that of deciding how far to carry out a particular class, how many figures beyond the decimal to use. When the classification was smaller and more evenly developed, a blanket rule could be laid down to govern the majority of cases, but this is no longer possible as many new subjects which should be segregated under numbers of their own have very long numbers. Many libraries would welcome a D. C. containing only the schedules essential to a well-rounded average collection of books. It is requiring an increasing amount of skill and time to apply with discrimination some of the lengthy schedules now in the D. C. They are useful for reference purposes, for specialized collections, for bibliographies, for clipping files, but are time-consuming to apply to the book collection in the average library. It is hoped that a way may be found to bring out such an edition some time in the future.<sup>3</sup>

Each new edition of the *Decimal* shows a definite response to the needs of libraries in changes and expansions. However, this work is not yet finished, as a glance through the schedules reveals many classes still in little more than outline. It is heartening to know that the editors are working steadily to bring it up to date and that the Office of D. C. Numbers on L. C. Cards, cooperates closely. A letter from the D. C. editor advises that the 700's (among others) is in process of revision. An immediate separate publication of this scheme, if feasible, would be highly desirable, since it will be some years probably before a complete new edition will be printed.

—RUDOLPH H. GJELNESS, Librarian,  
University of Arizona Library, Tucson.

<sup>3</sup> A letter from the editor dated February 10, 1933, answering the writer's inquiry on this point, states that such an edition under title "Library Edition" has been under consideration for some years.

THE MEMORY of the late Nicholas Longworth, of Ohio, Speaker of the House, is to be honored in the Library of Congress through the creation of a foundation in aid of music. The foundation represents contributions from a small group of Longworth's personal friends and only the interest on the fund will be used. Dr. Putnam states that he hopes the fund will grow to provide "an annual commemorative concert." <sup>3</sup>

<sup>2</sup> Allen, F. P. "Science and the new Dewey." LIBRARY JOURNAL, 58:262-63, March 15, 1933.

## Out-Of-Print Book Lists

THE RETURNS on the questionnaire sent out last fall at the request of the Bookbuying Committee, are not conclusive on all points—on one, at least, they are less conclusive than had been hoped—but they do throw distinct light on library book needs. About one hundred copies of the questionnaire were mailed—fifty to public libraries and fifty to college or university libraries—and returns were received from about half that number. Considering the stress of the times and the amount of questionnairing to which libraries have been subjected in recent years, this is a satisfactory percentage.

Some of the public libraries such as Cleveland not only replied fully to the first questionnaire but sent supplementary answers. Other libraries reporting at considerable length include: Detroit Public, Pittsburgh Public, Newark Public, Bridgeport Public, and the university libraries of North Carolina, Michigan, McGill, and Washington.

The questionnaire, it will be recalled, was divided into three parts, the first having to do with out-of-prints, the second with editions of much used books, and the third with needed new editions or new titles of reference books. The two second points will be taken up in later reports. This is confined to the first.

From a previous study of this question the writer was aware of the difficulty of identifying the titles for which there is a concentrated demand. It was hoped, however, that the replies would show more concentration than was actually indicated. The scattering of titles was discouraging, and it was only the repetition of a few titles on two or more lists which gave a clew to a possible demand. The remaining replies confirmed previous experience that many titles are asked for which no publisher would be justified in reissuing. Some of the replies indicated also that not all order departments are sufficiently acquainted with books already in print, or the means of acquiring out-of-print books readily.

Some books listed, for example, were still in print in America. Others, not in print in America, were in print in England, and others, while not on publishers' lists, can be picked up quickly at a price equal to, or below, publication price.

It is possible that a number of heads of order departments do not realize how cheaply and expeditiously some out-of-print books can be secured through specialists. One such specialist has reprinted some of the out-of-print titles for which he noticed a considerable demand, and hopes to reprint more. A college librarian put one title only under the request for the ten out-of-print

titles most in demand, but this title, Lowie's *Culture and Ethnography*, had been reprinted a year ago by the specialist referred to.

The replies to the questionnaire were divided into six general classes, as follows:

1. Reprint possibilities.
2. Book is now in print in America or England.
3. Can be secured quickly and cheaply through a second hand pick-up service. (There were so many titles here without duplication that it seemed unnecessary to print them.)
4. Not enough demand to warrant commercial reprinting. (Scattered titles without duplication.)
5. Will probably be reprinted.
6. Uncertain. (Number of titles, but owing to publishers' uncertainty, it would seem to be only confusing to list them.)

The first class included about twenty titles which a survey of the second hand market and library demand showed could not be obtained easily, and yet were asked for with frequency. While there was some concentration of demand on titles under headings 1 and 5, the number of such concentrations would not be of significance to the commercial publisher and, therefore, the number of duplicates is not shown.

The Bookbuying Committee hopes to send out another questionnaire dealing with these titles and perhaps a few additional ones. These titles will be found among those listed under the heading "Publishers do not expect to reprint."

A further list is given of titles recently brought back into print or soon to be reprinted by Peter Smith of the National Bibliophile Service, 347 Fifth Avenue, New York City. He as well as the H. W. Wilson Company specialize in out-of-print books for libraries, and he has within the past few years reprinted a number of titles at the request of the Bookbuying Committee. A number of the titles asked for by libraries in their returns to the questionnaire will be found on Mr. Smith's list.

### Publisher Expects To Reprint

Mackey	<i>Pronunciation of 10,000 Proper Names.</i> 1922.	Dodd.
Holland	<i>Moth Book.</i>	Doubleday, Doran.
Champlin	<i>Young Folk's Encyclopedia of Games.</i>	Holt.
Jewett	<i>Tory Lover.</i>	Houghton.
	<i>Tales of New England.</i>	"
	<i>Letters.</i> Ed. by Mrs. J. T. Fields.	"
Knibbs	<i>Overland Red.</i>	"
Leland	<i>Songs of the Trail.</i>	"
Nicholson	<i>Algonquin Legends.</i>	"
Olcott	<i>Hoosier Chronicle.</i>	"
Repllier	<i>The Lure of the Camera.</i>	"
	<i>Compromises.</i>	"
	<i>Under Dispute.</i>	"
Saint Pierre	<i>Paul and Virginia.</i>	"
Scott	<i>Quentin Durward.</i>	"
Stowe	<i>Dred.</i>	"
Whittier	<i>Song of Three Centuries.</i>	"
Wiggin	<i>Romance of a Christmas Card.</i>	"

Ogg	<i>Governments of Europe.</i>	Macmillan.	De La Mare, W. <i>Crossings.</i>	In England
Rashdall	<i>Mediaeval Universities.</i>	Oxford.	Eliot, T. S. <i>Waste Land</i> (in Poems 1909-1925).	Faber and Gwyer (London)
Hodge	<i>Handbook of American Indian.</i> (rev. ed.)	Pioneer press.		
<b>Publishers Do Not Expect To Reprint</b>				
	(List Contains Reprint Possibilities)			
Bandelier	<i>The Gilded Man.</i>	Appleton	Flammarion <i>Wonders of the Heavens.</i>	Scribner In England
	<i>Dictionary of American Politics.</i>	Burt	Haggard <i>Red Eve.</i>	
Belloc	<i>Highlights of the French Revolution.</i>	Century	Hamlin, T. <i>Enjoyment of Architecture.</i>	
Krutch	<i>Comedy and Conscience After the Restoration.</i>	Columbia University Press	Henderson <i>Dictionary of Scientific Terms.</i>	
Hearn	<i>Essays in European and Oriental Literature.</i>	Dodd	Humphrey, Geo. <i>Story of Man's Mind.</i>	Van Nostrand
Winter	<i>Shakespeare on the Stage.</i>	"	James, Henry <i>Wheel of Time.</i>	Dodd
	<i>Harper's Encyclopedia of United States History, 458 A. D.—1912.</i>	Harper	Lowie <i>Culture and Ethnology.</i>	In England
Hurst	<i>Humoresque.</i>	"	Paxson, F. L. <i>Last American Frontier.</i>	Macmillan (reissue)
Richardson, A. S., Ed.	<i>Abelard &amp; Heloise.</i>	Houghton	Sue <i>Mysteries of the People.</i>	Burt
Allibone	<i>Lippincott's Gazetteer: Dictionary of Authors.</i>	Lippincott	Tawney, R. H. <i>Acquisitive Society.</i>	In England
Walsh	<i>Heroes and Heroines of Fiction.</i>	"	Ward, Mrs. Humphry <i>Lady Rose's Daughter.</i>	
Chandler	<i>Contemporary Drama of France.</i>	Little, Brown	Webb, S. and B. <i>Decay of Capitalist Civilization.</i>	In England
Sand and Flaubert	<i>Letters</i> (Ed. Stewart Sherman).	Liveright	Zangwill <i>Children of the Ghetto.</i>	Macmillan
Hawais	<i>Old Violins.</i>	Longmans, Green		
Rabb	<i>National Epics.</i>	McClurg		
Dana, Morley, and Knight	<i>Mailing List Directory, 1924.</i>	McGraw-Hill	<b>Books Printed Recently Or Soon To Be Reprinted</b>	
Baldwin	<i>Dictionary of Philosophy and Psychology.</i>	Macmillan	By Peter Smith	
Chandler Monroe	<i>Romance of Roguery. Encyclopedia of Education.</i>	"	Barker <i>Political Thought from Plato to Aristotle.</i>	
Rogers	<i>Dictionary of Abbreviations.</i>	"	Becker <i>Declaration of Independence.</i>	
Yerkes	<i>The Dancing Mouse.</i>	"	Botsford <i>Roman Assemblies.</i>	
Zangwill	<i>Mantle of Elijah. American Constitutions.</i>	Pan-American Union	Brandes <i>Main Currents in Nineteenth Century Literature; 6 vols.</i>	
Flammarion	<i>The Wonders of the Heavens.</i>	Scribner	Bucher <i>Industrial Evolution.</i>	
Du Bois	<i>English Proverbs.</i>	"	Bury <i>Ancient Greek Historians.</i>	
Hazlitt	<i>Gift of the Black Folk.</i>	Stratford Teachers College, Columbia Univ.	Cyclopedias of American Government, ed. McLaughlin & Hart; supplemental vol.	
Abelson	<i>Seven Liberal Arts.</i>	U. S. Post Office Dept.	De Tocqueville <i>Society in France Before the Revolution.</i>	
	<i>Street Directory of the Principal Cities of the United States.</i>	University of Chicago Press	Du Bois <i>Life and Times of William Lawrence Yancey.</i>	
Boynton	<i>London in English Literature.</i>	University of Chicago Press	Earle <i>Two Centuries of Costume in America; 2 vols.</i>	
Dewey	<i>Essays in Experimental Logic.</i>	University of Chicago Press	Eggleston <i>Transit of Civilization from England to America.</i>	
<b>Books In Print In England Or America</b>				
Bennett, Arnold	<i>Buried Alive.</i>	In England	Ford, Ed. <i>The Federalist.</i>	
Briggs, W.	<i>Great Poems of the English Language.</i>	McBride	Gosse <i>Life and letters of John Donne; 2 vols.</i>	
Chapman	<i>Johnny Appleseed.</i>	Harper	Gummere <i>Beginnings of Poetry.</i>	
			Seymour <i>Third Party Movements Since the Civil War.</i>	
			Holt, E. B. and others <i>New Realism.</i>	
			Howe <i>Story of a Country Town; library ed.</i>	
			Howells <i>Heroines of Fiction; 2 vols.</i>	
			Jebb <i>Introduction to Homer.</i>	
			Lounsbury <i>Studies in Chaucer; 3 vols.</i>	
			Masson <i>Life of Milton; 7 vols.</i>	
			Montague <i>Disenchantment.</i>	
			Moulton <i>Library of Literary Criticism; 8 vols.</i>	
			Newton <i>Principia; tr. Motte.</i>	
			Pyle <i>Book of American Spirit.</i>	
			Seymour <i>Life in the Homeric Age.</i>	
			Siebert <i>Underground Railroad from Slavery to Freedom.</i>	
			Toller <i>Man and the Masses.</i>	
			Traill and Mann <i>Social England; 6 vols.</i>	
			Traubel <i>With Walt Whitman in Camden; 3 vols.</i>	
			Wells <i>Book of Humorous Verse.</i>	
			Willoughby <i>Political Theories of Ancient World.</i>	

—CARL CANNON.

# Small Libraries

## Book Selection For Small Libraries

ADEQUATE book selection is the foundation of all library work, and yet it is the one in which most libraries are weakest. Instead of being relegated to odd moments it should have its place in the librarian's schedule, when she can bring to it zest and an untired mind. Careful methods will help one to make the most of this precious time.

Each librarian probably has her own system and uses either printed order cards, or blank slips on which she puts the information that she needs about a book as she finds it. Most librarians use the author's full name, the title, publisher, price and date, and in addition to that classification, subject headings, and if the library uses L. C. cards, the card number.

Brief reviews which may be used in preparing the list to submit to the book committee and to use in newspaper lists may be typed on the card or clipped and pasted. Often the names of people who might be interested in the book are noted. Stars for books for immediate purchase and plus and minus signs of desirability are helpful. These cards are kept alphabetically, by author, in the librarian's own file and added to each time she reads book reviews.

There are many sources of dependable book reviews, not least valuable of which is the *Wilson Bulletin*, which may be had free of charge. The Wisconsin Library Bulletin, at \$1., is more comprehensive and highly dependable, and the A. L. A. Booklist at \$2. a year is an excellent final authority.

Most libraries receive one or more of the newspaper book supplements, such as *The Saturday Review of Literature, Books*, or the *New York Times Book Review*. Such literary reviews, including magazines in which books are reviewed, such as *Atlantic, New Republic* and *Bookman*, must be used judiciously with full knowledge in mind of the public to be served.

Miss Edith Tobitt, in a paper read before a library association some time ago, says:

"If we are to select books for our libraries, we must read reviews; if we are to give these books to the public, we must read and read and like to read. The person who looks forward for a time for reading will never be a reader. It is necessary to snatch brief moments, to read before and after meals—at any time—and to read anything and everything. We have no right to avoid war books, sex books, detective stories or philosophy and psychology just because we do not like these. If books and people and reading are to be our business, we must read in order to be equal to our task, and if we become readers, we shall soon become discriminating readers."

The wise librarian will gladly utilize any help that she can get from the public, from her own staff who have contacts with the public, and from the book committee appointed by the library trustees, in making book selections and in determining the needs and interests of her community. She is the only one who is in a position to coordinate all of the book demands and book information and choose the most desirable purchases in the light of her knowledge of the library's collection and its resources.

The trustees of the modern library choose their librarian with due regard to her training for her profession as well as for her personal qualification, and as a rule are glad to intrust to her, if she is a real librarian, the main responsibility of book selection for which she is employed and paid.

—*Kansas Library Bulletin*,  
vol. 2, No. 1, March 1933.

## Encouraging News From Texas

THE CITIZENS of Waxaltachie, Texas, have given unqualified approval of the Sims Memorial library and its administration under the direction of Mrs. J. R. Hood. On April 1st they voted two to one a 5-cent maximum on the \$100,000 valuation tax for the support of the library, this to become effective in 1934. In the meantime the depleted endowment is supplemented by private subscriptions from interested citizens, secured through the leadership of the American Legion.

THE LIBRARY tax election in Longview, Texas, carried by thirty-five votes. The tax calls for 7 cents on the \$100 and will raise about \$3600 a year. Miss Emma Jeane Donaldson is librarian and Mr. W. R. Nicholson, donor of the \$24,000 library building, is chairman of the Board of Trustees.

## Reading Interests Of Girl Scouts

LOUISA M. ALCOTT is the favorite author of the Girl Scouts, according to a nationwide poll made by national headquarters, New York, which has just made public its findings. The darling of their grandmothers, Miss Alcott led all other writers in the affections of today's girls, receiving over 30 per cent of the votes to 10 per cent for Gene Stratton Porter, who was second on the list. Zane Grey came third with 9½ per cent.

# Current Library Literature

## ADULT EDUCATION

Miers, Sir H. A. Adult education in relation to libraries. *LIB. JOUR.* 58:333-341. 1933.

Advocates further development through lectures, reading, and supply of guides for study.

Stevens, W. F. The depression university. *LIB. JOUR.* 58:344-345. 1933.

A survey of serious students and groups which are receiving help and guidance by the Carnegie Library, Homestead, Pa. What can a salesman learn from books? 412 E. Adams St., Springfield, Ill. *Progress Magazine*, 2:34-35. May, 1933.

Reprinted from *Printing Salesman*.

Wilson, L. R. The reader receives new consideration. *LIB. JOUR.* 58:353-358. 1933.

Typifies the adult reader and reviews the literature of the subject.

—See also BIBLIOGRAPHY; COUNTY LIBRARIES.

## ARCHITECTURE AND BUILDING

Edward L. Doheny Jr. Memorial Library, University of Southern California, Los Angeles, plates. 426 S. Spring St., Los Angeles, Calif. *Architectural Digest*, 8:4-8. Oct., 1932.

Architects: Cram and Ferguson and S. E. Lunden. Extentors, entrance stairway, main reading room and treasure room. No description except legends, list of contractors.

Finster, R. R. The West New Brighton Branch Library of the New York Public Library. *ILLIB. JOUR.* 58:346-347. 1933.

Architects: Sibley and Fetherston; cost, without equipment, about \$75,000. Essentially the same material, with additional illustrations, in *The New York Public Library's Branch Library Book News*, 10:71-72. 1933.

The Folger Shakespeare Library. *ILLIB. JOUR.* 58:381-385. 1933.

Mainly, photographs of the reliefs by John Gregory. Little text.

Githens, A. M. The complete development of the Open Plan at the Enoch Pratt Library at Baltimore. *LIB. JOUR.* 58:381-385. 1933.

The main floor is, as far as practicable, "one great open space like a banking room or even a department store," directly accessible from the street, with the bookstack beneath.

McCauley, P. M., and J. L. Wheeler. Baltimore's new public library building. plans. *LIB. JOUR.* 58:386-395. 1933.

Architects: C. N. and Nelson Fritz, Baltimore; E. L. Tilton and A. M. Githens, New York, associates. Contains 4,500,000 cubic feet; total book capacity, 1,600,000 vols.; cubic foot cost, without furnishings, 47¢; total cost, exclusive of site, about \$2,250,000.

New public buildings at High Wycombe. plans. *ILLIB. JOUR.* 58:704-705. 1932.

Includes public library. Architect: R. G. Brocklehurst (H. A. Gold, consulting). Total floor area, about 8,000 square feet; total cost, about £15,750. Slight description.

Small library buildings. plans. *LIB. ASSN. RECORD*, series 3, 3:121-124. 1933.

Plans and brief descriptions of Mile Cross Branch, Northwich, and West Green Branch, Tottenham; description only of St. Ann's Branch Library. "Through the courtesy of Messrs. W. J. Bennett and G. A. Stephen;" signed "L. R. McC."

—See also EQUIPMENT.

## BIBLIOGRAPHY

Dupuy, S. L'activité bibliographique et documentaire à la Bibliothèque nationale. *Revue des Bibliothèques*, 39:1-49. 1933.

Includes "Liste des catalogues utiles de la Bibliothèque nationale," p. 21-49.

Francis, F. C. Historical bibliography. *Year's Work*, 4:243-276. 1932.

Bibliographic footnotes.

Fraternity five-foot shelf. State College, Pa.: Pennsylvania State College Library, 1932. 20 p.

A general "list of 'Readable Books for College Students'."

Munford, W. A. A bibliography of basic stock.

*LIB. WORLD*, 35:206-207. 1933.

Suggests a cooperatively compiled list of essential titles. Vorstius, Joris. General and national bibliographies. *Year's Work*, 4:1-20. 1932.

Trans. by A. C. Townsend. Universal. Bibliography, footnotes.

Wigmore, Ethel. Health books for public libraries. *LIB. JOUR.* 58:413-417. 1933.

Arranged by subject; annotated.

*Yale graduate reading lists*. Series 1—. 315 Whitney Ave., New Haven, Conn.: Book and Quill Bookshop, 1931—. 5¢ ea.; quantity prices.

Short, annotated lists, selected mainly by faculty members. Reprinted from the *Yale Alumni Weekly*. Current; apply to subjects.

Young, P. A. The American Negro; a bibliography for school libraries. *Wilson Bull.* 7:563. 1933.

Annotated.

—See also CHILDREN'S LIBRARIES, WORK, ETC.; INSTRUCTION IN USE OF LIBRARY; PERIODICALS AND SERIALS; SPECIAL COLLECTIONS.

## BOOK INDUSTRIES AND TRADE

*The British book trade directory* 1933. London: Whitaker, 1933. 35s.

"Published for and on behalf of the Publishers' Association and The Associated Booksellers of Great Britain and Ireland."

—Announcement.

Jaryc, Marc. La librairie dans les pays scandinaves. 107, rue de la Santé, Paris. *Le Bulletin du Livre français*, 2:56-60. 1933.

## BOOK PRODUCTION AND PRESERVATION

Iiams, T. M. Preservation of rare books and manuscripts in the Huntington Library. illus. 56-58 Whitcomb St., London, W.C.2. *Publishers' Circular and Booksellers' Record*, 138:215, 217, 219, 221. 1933.

Has also appeared in *Lib. Quar.*, 2:375-386. 1932. Abstracts in *Art Digest*, 7:25, and *Scientific American*, 148:18-19. 1933. "Reprinted for private circulation" (Chicago, 1932).

Kenney, J. W. A binder's comments on the care of bindings. *Mass. Lib. Club Bull.* 23:24-25. 1933.

Treatment of leather bindings.

## BOOK SELECTION, ORDER WORK, ETC.

Ferguson, K. D. The librarian's book review.

*Special Libs.* 24:61-62. 1933.

"... it is the general student of economics, finance, and agriculture, who is left prey to the unscrupulous reviewer."

Jackson, Margaret. Some thoughts on book reviewing. *Special Libs.* 24:62. 1933.

The librarian as reviewer.

McCombs, N. W. Correlated order forms. illus.

*LIB. JOUR.* 58:285-289. 1933.

Descriptions of multiple forms used at New York University, University of Rochester, and Yale University.

—See also BIBLIOGRAPHY.

## BOOK WEEK

Bernardo, G. A. The Book Week and poster exhibition, University of the Philippines. *LIB. MIRROR*, 2:120-124. 1933.

Held at the University Library, Aug. 13-21, 1932.

Goldstein, Fanny. Jewish Book Week (May 14-20, 1933). illus. *Wilson Bull.* 7:504-506. 1933.

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## BOOKS AND READERS

Thompson, Alan. This fiction question. *LIB. WORLD*, 35:227-228. 1933.

Other than popular titles must be promoted.

—See also ADULT EDUCATION; SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

## CATALOGING, CLASSIFICATION, ETC.

Duffield, F. C. Technical library; how a good system of classification saves time. 4, Ludgate Hill, London, E.C.4. *Electrical Review*, 112:336. 1933.

Hanson, J. C. W. The Anglo-American catalogue rules: a new edition. *LIB. ASSN. RECORD*, series 3, 3:105-111. 1933.

Abridged from a paper presented before the Cataloguing Section of A.L.A., New Orleans, April, 1932.

Ormerod, James. *Style in card cataloguing*. Derby, Eng.: The author, 1933. pap. 14 p. forms. 1s.

"... how entries should be set on typewritten cards ... in order that our English practice may be brought into agreement with the best American cards." Admirably presented; L. C. card models.

Pettus, Clyde. *The catalog from a cataloger's viewpoint*. LIB. JOUR. 58:396-399. 1933.

Technical.

Richardson, E. C. *"Cooperative cataloguing and the Committee on Bibliography." A reply*. Washington, D. C.: The author, 1933. pap. ix, 21 p. Limited distribution.

See note in LIB. JOUR., April 1, 1933, p. 310.

—See also METHODS, ROUTINES, ETC.

#### CHILDREN'S LIBRARIES, WORK, ETC.

Cunningham, E. M. *Informational aspects of illustrations in children's books*. 1201 16th St., N.W., Wash. D. C. *Childhood Education*. 9:319-322. 1933.

Frank, Joscette. *Stories with a moral*. 221 W. 57th St., N. Y. *Child Study*. 10:167-169. 1933.

"Authorities quoted are of many minds as to the possibility of character training through books."

Lathrop, E. A. *One dollar or less*. Supt. of Documents, Wash. D. C. *School Life*. 18:113-114. 1933.

Description of inexpensive editions.

Lucas, M. R. *The children's librarian takes stock*. LIB. JOUR. 58:342-343. 1933.

"We have the challenge ... to make our Children's Rooms real libraries and reading rooms, not just parking-spaces along the road."

Lundberg, Hildur. *Einige neuere Methoden der Buchpropaganda in den Jugendabteilungen der Büchereien*. Otto Harrassowitz, Leipzig. *Bücherei und Bildungspflege*. 13:28-32. 1933.

Essentially the same discussion, with additional illustrations, that appeared in *Biblioteksladet*, 17:261-268. 1932.

Magazines for children. 221 W. 57th St., New York. *Child Study*. 10:213. 1933.

General. A selected list of "the more suitable" periodicals is obtainable from the Child Study Association (above address), for 5¢.

Massee, May. *Children's foreign literature*. 4070 Vicksburg Ave., Detroit, Mich. *Elementary English Review*. 10:27-28. 1933.

Moore, A. C. *Children's books of yesterday; an exhibition from many countries*. New York: Public Library, 1933. pap. 21 p. illus. 10¢.

Joint exhibition arranged by the Metropolitan Museum of Art and The New York Public Library at the Library. Running comment by Anne Carroll Moore.

#### COLLEGE AND UNIVERSITY LIBRARIES

The Harvard College Library. illus. Harvard Bulletin, Inc., Cambridge, Mass. *Harvard Alumni Bulletin*, v. 35, no. 17. Feb. 3, 1933. 15¢.

Mainly, administration, resources, etc.

Kellam, W. P. *Reserve room in a university library*. illus. *Wilson Bull.* 7:549-551, 563. 1933.

Routines.

—See also BIBLIOGRAPHY.

#### COUNTY LIBRARIES

Herring, J. W. *Social planning and adult education*. N. Y.: Macmillan, 1933. cl. x p., 1 l., 138 p. \$1.25.

"Beginnings of a County Library," p. 32-34; other scattered references.

Landis, B. Y., and J. D. Willard. *Rural adult education*. New York: Macmillan, 1933. xiii, 229 p. tables. \$1.75.

"Library Services," p. 33-34; bibliography, p. 208-209.

#### DEPRESSION AND THE LIBRARY

Hyers, F. H. *Does a book drive pay?* illus. LIB. JOUR. 58:394-395. 1933.

The successful "Book-Giving Week" campaign of the Los Angeles (Calif.) Public Library.

Ridley, C. E., and O. F. Nolting. *Economics in public libraries*. 923 E. 60th St., Chicago. *Public Management*. 15:112-116. 1933.

Specific.

Sheehan, Mrs. F. J. *Does your library need your help?* LIB. OCCURRENT. 11:53-55. 1933.

Reprint of a leaflet, "suggestive of ways in which libraries may be helped and may work with the club women of the city or town ...". Sample copy of leaflet free, 10 or more at rate of \$1.00 a hundred. Address the author at 569 Tyler St., Gary, Ind.

Sherman, C. E. *The layman and the library*. MASS. LIB. CLUB BULL. 23:17-19. 1933.

Benefits to be derived from citizens' committees.

—See also ADULT EDUCATION; BOOK INDUSTRIES AND TRADE; LIBRARIANS AND STAFF; TRUSTEES.

#### EQUIPMENT

Berriman, S. G. *An improved book trolley*. illus. LIB. AND BOOK WORLD. 22:196-197. 1933.

Capacity of about 120 volumes.

Riches, John. *Our obsolete service counters*. figs. LIB. WORLD. 35:2319-233. 1933.

Technical.

Standards of school lighting with suggested requirements for a school lighting code. tables, illus. Illuminating Engineering Society, 29 W. 39th St., New York. TRANSACTIONS. 28:21-56. 1933.

Library rooms not treated separately. Published separately. 20¢.

#### EXHIBITS

—See CHILDREN'S LIBRARIES, WORK, ETC.; SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

#### GIFTS, LEGACIES, ETC.

—See DEPRESSION AND THE LIBRARY.

#### GOVERNMENT DOCUMENTS

Library of Congress.—Division of Documents. *Annual report of the Chief ... June 30, 1932*. Wash. D. C.: U. S. Govt. Prtg. Off., 1933. pap. 11 p.

"List of Serial Publications of Foreign Governments, 1815-1931; Russian Section," p. 9-11. Distributed by the Division.

—See also PERIODICALS AND SERIALS.

#### HOSPITAL LIBRARIES

Blake, Frances. *Veterans Administration Hospital Library. News Notes*. 9:11-12. April, 1933.

General administrative points.

Folz, Mrs. Carolyn. *The Pied Piper of the modern hospital*. LIB. OCCURRENT. 11:39-44. 1933.

"... certain procedures in selecting books for patients."

Roberts, M. E. *Hospital libraries*. YEAR'S WORK. 4:107-113. 1932.

Universal. Bibliographies and bibliographic footnotes.

#### INSTRUCTION IN USE OF LIBRARY

Cram, F. D. *A course of study in the use of the dictionary, the encyclopedia, indexes, tables of contents, maps, charts, diagrams, graphs, tables ...* 1255 S. Wabash Ave., Chicago: Follett Pub. Co., 1932. pap. 96 p. tables, charts. 32¢.

A class room tool by the Professor of Education, Iowa State Teachers College, Cedar Falls, Ia.

Dingwall, E. J. *How to use a large library*. Cambridge, Eng.: Bowes and Bowes, 1933. bds. 64 p. 2s 6d net.

A guide to library method and bibliographic sources. To be reviewed.

Herron, Miriam. *Enriching the library lesson*. WILSON BULL. 7:537-545. 1933.

A "bibliography of illustrative and reference material of interest to teachers of the use of books and libraries ...".

#### LIBRARIANS AND STAFF

Clark, E. D. *Working for nothing*. WILSON BULL. 7:552-553, 570. 1933.

The dangers to the library and the profession which may result from "the idea of 'made work' by the relief committees."

Dwyer, B. A. *The builders of a nation*. LIB. MIRROR. 2:105-109. 1933.

Address before the Library Club, University of the Philippines, Manila, P. I., 1931. A generalization of local conditions.

Young, B. M. *The rôle of librarians in community life*. LIB. MIRROR. 2:109-113. 1933.

"Read before the Library Club," University of the Philippines, Manila, P. I.

#### LIBRARIES—GENERAL

League of Nations.—Institut International de Coopération. *Guide des services nationaux de renseignements, du prêt et des échanges internationaux*. 2e

*édition revue et augmentée.* Paris: Institut, 1933. 80 p. 8 fr.; 25 or more, 5 fr.

"Adresses des services nationaux de renseignements créés auprès de plusieurs grandes bibliothèques et détails sur l'organisation des services .... Le guide contient pour chaque pays l'adresse du bureau d'échange de publications officielles et scientifiques, et chaque fois qu'il a été possible, le nom de l'institution qui, dans chaque pays, est prêt sous conditions de reciprocité, et de façon privée, à renseigner les bibliothèques sur les ouvrages de la production littéraire dont l'achat serait souhaitable." — *Coopération intellectuelle*, 25:26:39, 1933.

— *International intellectual cooperation*, 1932. Paris, 1933. pap. 146 p., 1 l. 50¢.

Obtainable from World Peace Foundation, 40 Mt. Vernon St., Boston. "Libraries—Archives," p. 85-90; other sections related. In English.

Todd, A. J. *Industry and society*. New York: Holt, 1933. cl. xiii p., 1 l. 626 p. \$3.75; coll. ed., \$3.

"Industry creates margins for support and spread of libraries," p. 446-449. Historical.

#### LIBRARIES—FOREIGN

Becker, J. Die wissenschaftlichen Stadtbibliotheken. Mauerstrasse 44, Berlin W8. *Der Städtetag*, 26:476-477, 1932.

Birmingham, England. *City of Birmingham official handbook 1933*. Birmingham: Information Bureau [1933?], 284 p. illus. price?

"The Public Libraries," p. 55-60.

Fu-Tsung, Chiang. Überblick über das moderne chinesische Bibliothekswesen mit besonderer Berücksichtigung der Nationalbibliothek in Peking. China-Institut, Frankfurt a. M., Germany. *Sinica*, 7:49-55, 1932.

Grenkamp-Kornfeld, S. Les bibliothèques populaires en Pologne. table. 5, rue de Greffulhe, Paris. *La Pologne*, 13:615-616, 1932.

Grimm, Werner von. Studien zur älteren Geschichte der Kaiserlichen Öffentlichen Bibliothek in St. Petersburg (Leningrad) 1794-1861. *Zent. f. Bib.* 50:301-315, 353-377, 1933.

Kobro, Nancy. Aker bibliotekene. illus. Oslo, Norway. *Deichmanbladet*, 2:43-46, 1933.

Kozorowski, S. P. La Bibliothèque Nationale polonaise à Varsovie. illus. 107, rue de la Santé, Paris. *La Bulletin du Livre français*, 2:61-62, 1933. Mainly historical.

Lindesfeld, Vidar. Publikum og vi. illus. Oslo, Norway. *Deichmanbladet*, 2:27-29, 1933.

Neveux, Pol. Origines de nos bibliothèques provinciales. 114, avenue des Champs-Elysées, Paris. *La Revue de Paris*, année 39, 1:549-584, 1932.

Procter, D. E. A plea for nationalization of public libraries. *Lib. Assistant*, 26:72-76, 1933.

Government control, an annual grant of money in addition to local support, and a system of supervision and inspection proposed for Great Britain.

Roy, A. S. *The library movement in Ireland*. *Lib. Assn. Record*, series 3, 3:115-116, 1933.

Résumé of a presidential address before the Northern Ireland Branch of the Library Association.

— *See also BIBLIOGRAPHY; CHILDREN'S LIBRARIES, WORK, ETC.*

#### LIBRARIES—UNITED STATES AND CANADA

Barr, John. *Report on American libraries*. Auckland, N. Z.: Public Libraries, 25 Feb., 1933. 14 f. Mimeographed. May be borrowed from LIB. JOUR.

Report to the Town Clerk. Two interviews appear in the *Auckland Star*: Feb. 4, p. 10, contains comments on interviews with officials of the Carnegie Corporation and general comments (port., p. 11); March 16, p. 6, is a version of the mimeographed report—summary observations on American libraries. These also may be borrowed.

Conference of southern leaders. *LIB. JOUR.* 58:409, 1933.

Held under the auspices of A.L.A. and the Southeastern Library Association at the University of North Carolina, Chapel Hill, April 7-8, 1933. Includes conclusions and recommendations on southern libraries.

Goree, E. S. *The Texas State Library and the Joint Legislative Committee*. *News Notes*, 2:4-6, April, 1933.

"The writer has chosen to express her personal views ....

ton the plan of the Graves-Woodruff Reorganization Bill."

Indiana Library and Historical Department.—Library Division. Public library statistics for year ending December 31, 1932. table. *Lib. Occurrent*, 11:65-70, 1933.

Population served, registered borrowers, number of volumes, circulation, and expenditure. A more elaborate summary for 1931 appears in the Department's *Annual Report* for the fiscal year ending Sept. 30, 1932, just received.

Mercantile Library Association of the City of New York. *112th annual report*, 1932. (New York, 1933. pap. 24 p. tables, illus.

Slight description of the new building and some historical data.

Merrill, J. W. *Libraries and social work*. bibliog. Russell Sage Foundation, New York. *Social Work Year Book* 1933, 2d issue. 1933:273-275. \$4.

Perry, E. R. "The Library Department," p. 54-58. In: *History—duties—organization of the municipal departments, City of Los Angeles*. Los Angeles, Calif., 1933. pap. v, 71 p. \$1.

.... prepared for the Los Angeles City Government Conference in cooperation with the School of Government, University of Southern California." Informal; general. Additional articles: "Extension Service" .... " by Althea Warren, p. 59-61; "Organization and Functions of the Municipal Reference Department," by Josephine B. Hollingsworth, p. 62-63; "Staff Organization," p. 64.

Shores, Louis. *Library service and the Negro*. tables. College of Education, Howard University, Wash., D. C. *Journal of Negro Education*, 1:374-380, 1932.

Includes all types of libraries; statistical sources from 1920 to date are used.

Sullivan, M. D. Puerto Rico: a librarian's viewpoint. *News Notes*, 9:3-4, April, 1933.

This number also contains a portrait and sketch of the professional activities of Mrs. Sullivan, p. 2.

#### LIBRARY SCHOOLS

— *See TRAINING, QUALIFICATION, ETC.*

#### METHODS, ROUTINES, ETC.

At the Somerville Public Library. *Mass. Lib. Club Bull.* 23:27, 1933.

Reprint of a poster of "How to Use the Catalog."

Crozet, Léo. *... Manuel pratique du bibliothécaire* ...

Paris: Émile Nourry, 1932. pap. viii, 279 p., 4 l. price?

At head of title: *Association des bibliothécaires français*. Cover-date, 1933. "Principaux ouvrages constituant le fonds d'une bibliothèque d'étude," p. 217-241. To be reviewed.

Smith, E. T. Why systematic classification on the shelves? *Lib. World*, 35:230-231, 1933.

.... a compromise between a systematic classification and a purely alphabetical arrangement of subjects ....

— *See also COLLEGE AND UNIVERSITY LIBRARIES.*

#### ORDER WORK

— *See BOOK SELECTION, ORDER WORK, ETC.*

#### PERIODICALS AND SERIALS

Carroll, M. J. *Key to League of Nations documents placed on public sale, 1931; second supplement ... and Check list of catalog cards issued by the Library of Congress for League publications, 1920-1931*. Boston: World Peace Foundation, 1933. xii, 127 p. \$3.

Fuchs, F. C. League of Nations publications. Grosvenor Library, Buffalo, N. Y. *Bulletin*, 15:30-39, 1932.

Includes "Treatment adopted in the Grosvenor Library," and a radio talk about the nature of the publications.

London School of Hygiene and Tropical Medicine. Hand-list of periodicals in the library. 2d ed. London, 1933. pap. 44 p. 1s 3d.

First ed., July, 1930, 125 new titles. Includes *World List* serial numbers.

— *See also CHILDREN'S LIBRARIES, WORK, ETC.*

#### PRINTED FORMS

— *See BOOK SELECTION, ORDER WORK, ETC.*

#### PUBLIC LIBRARIES

— *See LIBRARIES; SCHOOL LIBRARIES AND WORK WITH SCHOOLS; ETC.*

#### PUBLICITY

— *See CHILDREN'S LIBRARIES, WORK, ETC.; DEPRESSION AND THE LIBRARY.*

## RENTAL LIBRARIES

Callander, T. E. The twopenny library. *Lib. Assn. Record*, series 3, 3:88-90. 1933.

Proposed relations between the English public library and the chain circulating library. The fiction reader should be diverted to the latter.

The Rental library. (Editorial.) 62 W. 45th St., New York. *Publishers' Weekly*, 123:1338-1339. 1933.

The present influence of the rental library on book distribution.

## SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

Billdanes, Augusta. Exhibits in our browsing room. *Wilson Bull.* 7:554-555, 558. 1933.

In the Roosevelt High School Library, Minneapolis, Minn.

Cain, W. R., and F. J. Brown. An evaluation of the outside reading interests of a group of senior-high-school pupils. tables. Albany, N. Y. *Journal of Educational Sociology*, 5:437-442. 1932.

More than half the books have some literary merit; about 40% have none; percentage of harmful books is very small. Comparison with sophomores' ability to select good books shows little improvement, thus indicating that literature courses are not serving their purpose.

Certain, C. C. High-school library standards. Department of Secondary-School Principals, 3129 Wenonah Ave., Berwyn, Ill. *Bulletin*, 45:76-85. 1933.

Coolidge, Coit. Shall we divide the junior college library? Stanford University Press, Stanford University, Calif. *Junior College Journal*, 3:354-357. 1933.

Jones, Galen. Status and functions of the high-school library. Department of Secondary-School Principals, 3129 Wenonah Ave., Berwyn, Ill. *Bulletin*, 45:276-283. 1933.

Myers, J. N. Ducks and drakes, and education. 5 Park St., Boston. *Journal of Education*, 116:95+. 1933.

Recommends grade school-room libraries of attractive and worthy books to stimulate reading.

Newton, J. H. Some implications of the indispensable school library. 525 W. 120th St., New York. *Teachers College Record*, 34:552-559. 1933.

"... a new order in education ... dependent upon the library as one of its chief resources and most important allies."

Odgers, G. A. Library in the secondary school. port. Main & Wright Sts., Blanchester, O. *High School Teacher*, 9:136-137. 1933.

Randall, W. M. Results of a program. Ohio State Univ. Pr., Columbus, O. *Journal of Higher Education*, 4:171-178. 1933.

Schnoor, Helen. Building up the school library. *LIB. JOUR.* 58:365. 1933.

Reprinted from the *Catholic Lib. World*, 4:55-56. 1933.

Walmsley, A. M. School libraries; English. 3 Ludgate Broadway, E. C. 4, London. *Journal of Education*, 65:139-142. 1933.

—See also BIBLIOGRAPHY.

## SMALL LIBRARIES

—See ARCHITECTURE AND BUILDING.

## SPECIAL COLLECTIONS AND CLASSES

Butler, Pierce, comp. A check list of fifteenth century books in the Newberry Library and in other libraries of Chicago. Chicago: Newberry Library, 1933. xxiv p., 1 l., 362 p. \$5; distribution limited.

To be reviewed.

Philadelphia.—Free Library. The Edwin A. Fleisher music collection in the Free Library of Philadelphia. Philadelphia: Privately printed. 1933. buck. xxii, 493 p. plates. \$15.

700 numbered copies. Classified. Reviewed by S. L. Laciar in *LIB. JOUR.*, Apr. 15, 1933.

Shaw, A. V. Suggestions for a working library of a teacher of French. Nashville, Tenn. *Peabody Journal of Education*, 10:245-251. 1933.

Stonehouse, J. H. The removal of the Spencer Library from Althorp to Manchester in 1892. illus. 43, Piccadilly, London, W.1. *Piccadilly Notes*, 2:49-58. 1933.

Informal account of the collection which went to the John Rylands Library.

—See also BIBLIOGRAPHY; PERIODICALS AND SERIALS; SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

## Rôle Of The Useful Book

THE A.L.A. BOOKLIST covers the standard useful books. This column aims to mention those of less known publishers or those of well known houses that have an interest too evanescent or too special to have been included there. It is in the hope that some of these odd bits of useful lore may aid the general librarian that the notes are submitted.

## Automobile Painting

Packer, C. E. *Automobile Refinishing*. Chicago, Goodheart, 1932. \$1.50

Aims to "strip the mystery from automobile refinishing" by describing the choice of materials, colors, and tools, with their proper use, in order to obtain the best results. Either the handy man who wishes to paint the family Ford, or the commercial refinisher will appreciate it, since simple hand-operated spray guns or power-driven equipment can be used.

## Radio

American Radio Relay League. *The Radio Amateur's Handbook*; 10th ed. Author, West Hartford, Connecticut, 1933. Paper, \$1.00

Thoroughly revised and up-to-date edition of an old favorite. It can be used by older boys who are interested in short wave radio, although it is distinctly an adult book. Meets the needs of small libraries in all respects, except binding. It will be so popular that it is worth the extra cost of stout boards.

Collins, A. F. *Radio Amateur's Handbook*; 9th ed. rev. & enl. by G. Baxter Lowe. Crowell, 1933. Illus. \$2.00

Popular and elementary book that is suitable for either adult or juvenile collection. It gives instructions to the beginner for making both receiving and transmitting sets. Recommended to small libraries.

## Table Service

Allen, L. G. *Table Service*; new ed. rev. Boston, Little, 1933. Illus. \$1.75

The director of the Boston School of Cookery has written a guide on the care of the dining room and silver, table appointments, types of service for formal and informal occasions. She also discusses the preparation of fruits and salads, carving, and flower arrangement. Its many individualistic touches will interest domestic science teachers and students; maids and waitresses; as well as the up-to-date hostess and housekeeper. Very attractively illustrated. Well printed.

## Show Cards

Matthews, E. C. *Modern Show Card Lettering and Sign Painting*. St. Louis, Mo., Sign Publishing Company, 1934. Franklin Ave., 1932. Illus. \$1.25

Not intended as a guide for artists who make expensive, modernistic creations. It is a practical book for beginners and for those who must learn to do quick, low-priced, commercial work that is at the same time attractive. Alphabets, layouts and space-filling designs are given. Index. Good type and paper. Bound in odorless fabrikoid.

—NELLIE MIGNON FISHER,  
*Library Association of Portland, Oregon.*

# In The Library World

## Gleanings From Annual Reports

Bangor, Maine

"SUPPOSING for the moment that unemployment accounts for a large part of the increase in our adult circulation, a study of the report of this department indicates that our unemployed are reading the same kind of book that others are reading and in about the same proportion. There has been no change in the percentage of fiction read in 1932 over 1931. The classes of non-fiction that show the largest gains over the previous year are as follows: General Works (including unbound periodicals), 17 per cent; Philosophy, 20 per cent; Natural Science, 15 per cent; Fine Arts (including music), 30 per cent; Description and travel, 21 per cent; Biography, 25 per cent; Useful Arts, 16 per cent. The conclusion may fairly be drawn that our unemployed are reading largely for entertainment and diversion, that among them are the serious minded who want more solid fare and are able to find it from our large collection of books. It seems to me that this is just as it should be and our public cannot be too thankful that there is a public library in the community that can supply liberally the demands of all good readers even in times of unemployment and reduced budgets."

Buffalo, New York

"THE DEPARTMENT of Education of the State of New York has set as the correct standard of cost of operating a public library from sixteen to twenty cents per book issued. While expressed in books circulated this includes the expense of all departments and the building-up of a book collection for the future. The total spent by the Buffalo Public Library in 1932 was ten cents per book issued. This is below the other libraries of cities of the size of Buffalo, which run as high as twenty-six cents."

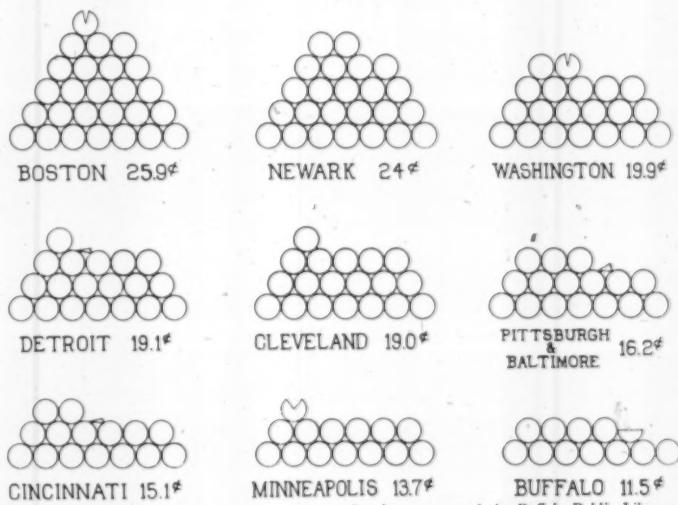
"In any consideration of cost of operation it should be noted that for many years a large proportion of the work of the library was with children, but with the increase in education and

the decrease in employment in 1932 there were issued to adults 511,000 more books than to children. In five years' time the adult increase has been 92 per cent, while the children's increase has been 29 per cent. This change of clientèle has required adjustments in library work affecting both personnel and space arrangement. It has also added a great deal to the cost of operation."

"The Head of the Readers' Bureau, after twenty-four years of service, was granted a year's leave of absence without pay, in order to do some research work at Oxford University. The staff of this department was further reduced as a saving expedient. During the year there were in force 3,142 reading courses with 1,816 people. There were more courses made up and given out to approximately the same number of people as last year. The number of books circulated was 19,132, a decrease of 2,709 from 1931. The decrease is accounted for by the smaller staff and less follow-up work. 290 readers stated they were unemployed. This is probably an understatement. The educational background of the users of this department shows a wide range: Elementary school or less, 245; High school, 1,154; College, 404; Post graduate degrees, 13."

"The fifteen 'clerical' workers from the Mayor's Unemployment Committee have fitted in so well there is little or no distinction from

TOTAL  
COST PER BOOK CIRCULATED  
IN TEN LARGE CITIES  
— 1931 —



Cut by courtesy of the Buffalo Public Library.

regular employees. Old files have been revised, and many records made before typewriters were considered necessary library equipment have been typed. Without this added clerical help such work would have been accomplished over a long period of time. Some of the simpler daily routine work is being done by these workers, giving time to trained staff members for work they could not otherwise accomplish. It is a great satisfaction to be able to provide these people with the much wanted work, and to secure such valuable results for the benefit of the library. It is evident that in absorbing untrained people into highly specialized work much time of our staff is required in revising and supervising."

**Chicago, Illinois**

ALTHOUGH no new books have been purchased by the library in the past eighteen months, more books were circulated in 1931, and thirty per cent over 1930, in spite of shorter hours and reduced revenues. The increase occurred in the number of adult books issued. The total for the year was 331,851, a daily average circulation of more than 1,100 books." — *Illinois Bulletin*, 15: 18.

**Minnesota**

A TOTALLING of the statistics shows the total circulation in Minnesota public libraries reporting in 1932 to be 11,112,117, an increase of 27 per cent since 1929, and of more than 12 per cent over 1931. At the same time, the expenditures total \$1,170,831, a decrease of 9 per cent since 1929, and of 10 per cent since 1931.

**Delavan, Wisconsin**

NOTICES of overdue books which heretofore have been sent out on the third day from the Delavan, Wis., Public Library, will now be mailed one week after the book is due and the cost of the card will be added to the fine. "In these days of greater use of the library, prompt return of books, especially the new ones in constant demand, is a helpful means of cooperating with the prompt service the library tries to give the public," says the librarian in announcing this change.

## Scott Manuscript Restored to Library

AFTER being mysteriously absent since last October, one of the precious manuscripts of the Pierpont Morgan Library has returned, none the worse for its wanderings. The prodigal is part of the autograph manuscript of the first volume of Sir Walter Scott's *Guy Mannering*, which disappeared last October while on loan exhibition at Columbia University and for which an international search has been made. Some of the mystery that attended the departure of the manuscript seems to have marked its return. How and where the manuscript was recovered remains a puzzle. Not a page was missing and the manuscript was in excellent condition.

## Contacting Free — Time Readers

THE WARDER Public Library in Springfield, Ohio, has been making continuous efforts to interest those with leisure time in reading. One of the most interesting projects has been cooperation with the Y. W. C. A. Free-time College. Early in the fall of 1932 the Y. W. C. A. Educational Committee instituted a Free-time People's College aimed particularly to provide profitable instruction for high school graduates who could neither find positions nor continue school. The school curriculum includes a wide variety of subjects with instructors from Wittenberg College or unemployed college graduates donating their services. No tuition is charged and the registration fee is small, bringing the instruction within the means of many who would perhaps spend their leisure time wastefully. Over three hundred students, both men and women and including both high school and college graduates, have registered.

The Y. W. C. A. building, where the classes are held, is located about half a block from the library, making it possible for the students to use the library for reference work. Soon after the opening of the school a library representative visited the classes and explained specific library helps for students. An entire class was conducted through the library building where books on subjects of interest and reference tools were pointed out and explained.

Bibliographies of library books on domestic economy, music history, salesmanship, sociology and vocations have been prepared and distributed to the students. The vocations list tied up with a two day conference conducted by a vocational guidance instructor. The Y. W. C. A. is also sponsoring hobbies for the summer, and to further this plan a detailed bibliography entitled "Hobnobbing With Hobbies" was made by the library. It is planned to give students time during the summer to develop their hobbies and then have a "Hobby Show" next fall to exhibit the results of their work. The library's hobby books are being used to create interest in the project and the library will have an exhibit in the fall display. Practice typing classes in the school have generously given time to the typing of these bibliographies, a service which has, of course, saved both time and expense for the library.

Allied with the library's cooperation with the Y. W. C. A. Free-time College has been similar work with the Y. M. C. A. Foremen's Training Classes. Lists of books available at the library on industrial psychology, office management, factory management, safety, foundry practice, printing and sheet-metal work were distributed to these students.

Another school project established this year, is the visiting of grade schools which do not have school library service to invite the pupils to take advantage of the library children's room during vacation time. Because school terms have been shortened and many children today cannot afford amusements which cost money, they will turn to reading if given encouragement.

Civic projects for employment have also permitted the library to call the attention of the unemployed to books and reading. The Springfield Work and Repair Bureau has been established to create work for the unemployed and, at the same time, remodel and repair Springfield homes. The executive committee of the Bureau cooperated with local financial institutions and secured loans for the financing of this remodeling and reconstruction. The local newspapers have given a full page each week to publicity on this work and the library is having a series of articles and booklists published here. The first article covered the subject of remodeling and gave a short annotated list of selected books on that topic. The series of articles as outlined includes such captions as "Clean-up, Paint-up and Fix-up Information at the Library," "The Where's, What's and How's of Gardening," "Do's and Don'ts in Home Decoration," "Creative Hobbies for Homemakers," "The Library Helps Housekeepers Plan Their Work and Work Their Plans," etc. At the desk where repair loans are made, the library has placed a sign reading "Are You Remodeling Your House? Consult Books for New Ideas and Plans. Warder Public Library." Householders now have the time to do much of their own repair work and library books offer valuable instructions.

Another Springfield employment plan is the free distribution of garden seeds for unemployment gardens. A sign calling attention to library books on gardening has been placed at the headquarters for this work. The local county agent of the Farm Bureau is responsible for publicity on unemployment gardens and farming in the locality and contact with him has resulted in the preparation of a publicity article describing the Farmers' Bulletins available in the library. Large numbers of these bulletins were found to be duplicates and it was decided by the library to make circulating books of them. The pamphlets were grouped under subject, drilled by an electric paper drill, placed in Gaylord binders, labeled and cataloged as books. The cost of the materials for these books was not great, averaging for the least expensive approximately six cents and for the most, eighteen cents each. This circulating material is being particularly stressed because of its availability and small cost. Other newspaper articles featuring agricultural helps in the library are also planned.

An exhibit attracting attention is one which the library has set up in cooperation with the Springfield Big Four Railroad Station. A large empty store window has been used by the Big Four for posters and folders on travel with emphasis on the Chicago World's Fair. The Passenger Agent suggested that the library might place notices of reading material on such subjects in the same display. Book jackets of books on Chicago and the Century of Progress series were secured from publishers and used to cover dummy books. Signs calling attention to reading material on the various phases of the World's Fair and general travel books brings interesting ideas for reading to those with and without means for travel.

It has been the library's practice for some time to display signs and dummy books covered with appropriate jackets in store windows with merchandise as well as in windows in unoccupied buildings. The Ohio Edison displays books on cookery and housekeeping with their electrical appliances, floral shops and hardware stores show books on gardening, and music stores use books on music and musical instruments. These window displays attract to the library many unemployed passers-by who otherwise might not know of library services and not only interest those who shop in the stores, but also the owners and clerks in reading material for leisure hours.

Increased spare time, too, affords excellent opportunity for library patrons to catch up with their reading. The library has had no new books to offer, and for this reason decided to focus attention on older good books. Prominent ministers, business men, educators and club women in the city were requested to write short recommendations and reviews of books in the library collection. The local newspaper published the reviews weekly in the Sunday book review section under the name of the reviewer and with the notation that the books were available at the Public Library. Over twenty-five reviews were received and printed. At the time the reviews were being published, a display of the books and signed reviews were held at the Main Library. The popularity with library patrons of these books reviewed by their friends, and the interest with which they stopped at the display and carefully read the reviews has made it seem wise to continue the display even though the reviews have been discontinued. The library will take up this publicity again in the fall.

Boy Scouts use the library to a great extent and have through books and pamphlets spent much leisure time studying for merit badges and working on hobbies. The Merit Badge Series of pamphlets are kept on conspicuous shelves in both the adult and children's departments and efforts are always made to interest Scouts in additional library material on the subjects of the

pamphlets. For the past two years, too, a collection of books for the 'teen age, shelved in the adult reading room, has attracted both boys and girls. During National Boys' Week displays of books on handicrafts, camping, citizenship, hobbies, sports and good stories were made in both adult and juvenile departments. Boys' books were taken to the Y. M. C. A. during a camp convocation, where boys and their parents examined them. Annotated lists of books were made and posted at both the Y. M. C. A. and at Boy Scout Headquarters, and the notice of the library's observance of this week was given space on the Sunday newspaper sport section. Young people today have more spare time and less money than formerly, and will, if given the opportunity, form lasting reading habits.

The library received excellent cooperation from business and civic bodies in observing Music Week. A feature writer for the local newspaper included material on the library's music collection in her articles, and through them also an appeal was made for gifts of music scores. The library knows that many people have not been able to continue music lessons in these times, but that many of them would perhaps keep up their practice, if sheet music could be provided for them. The music collection at the library does not contain enough scores to meet a very great demand of this kind, and for this reason, it was decided to put on a mild drive for music. Whether or not this advertising will bring in music remains to be seen. It will, however, make known to unemployed musicians the library's music collection. Displays of music books, were, of course, made in both adult and juvenile departments, along with pictures of musicians and pamphlets and clippings from vertical files. Music stores also exhibited library books in their display windows.

A civic activity exciting a great deal of interest is a Spring Jubilee scheduled for two days during the latter part of May. This celebration is planned to increase business and employment by coordinating all the varied interests of the city and advertising the numerous advantages of Springfield as a shopping and manufacturing center. Many who have free time will visit the exhibitions where the library will display a model home library and reading suggestions, such as the "Reading With A Purpose" series, business helps, etc.

All of these advertising projects do take time, but thus far that and supplies have been the only expense attached to them for the library, and the returns have made that expenditure seem worth while. Newspaper space has been generously donated by the local newspapers, bibliographies have been typed as practice work by the Y. W. C. A. Free-time College, signs have been made by

high school part-time help, and window space in occupied and unoccupied stores has been freely given. The library believes that this publicity has not only reached the unemployed, but that it has touched the consciousness of many who are employed, who would otherwise, perhaps, not have realized in their busy lives how much the library can offer them. There is the consideration, too, that both the employed and unemployed who form reading habits now will, no doubt, carry them over to the time when employment will last fewer hours and leisure for the employed will be increased.

Cooperation with community projects has also brought the library to the attention of civic leaders, as is evidenced by the fact that the library, without initial effort, is asked to take part in city activities. The Warder Public Library is endeavoring to take advantage of every opportunity to contact free-time readers, to bring worth while reading materials to their attention, and, at the same time, to take its place as an integral part of Springfield civic life.

—GENTILISKA WINTERROWD, *Librarian.*

## Libraries Shorten Hours Of Opening

THE WICHITA, Kansas, City Library is reducing the hours of opening during the summer months. The Library will close at 6:00 p. m. on Monday, Wednesday and Friday and will be open as usual from 9:00 A.M. to 9:00 P.M. on Tuesday, Thursday and Saturday. Sunday opening will be continued as usual. The Library will be completely closed from August 21 through September 4, all library staff members taking their vacation at this time.

MONTCLAIR, N. J., Public Library began an economy program of library hours on February 1, 1933. The Main Library is closed entirely all day Wednesday, open from 9:00 A.M. to 9:00 P.M. all other days during the week. The Bellevue Avenue Branch is open from 1:00 to 9:00 P.M. on Monday and Thursday; from 1:00 to 6:00 P.M. on Tuesday, Wednesday, and Friday; and from 9:00 A.M. to 6:00 P.M. on Saturday.

THE MAIN Library of the Public Library of Fort Wayne and Allen County, Fort Wayne, Ind., will be closed from Saturday at 12:30 P.M. until 1:00 P.M. the following Monday from June 1 to September 1; the remainder of the year to be closed all day Monday. The schedule for the branches is as follows: LITTLE TURTLE—Open Monday and Friday 2:00 to 6:00 P.M., Tuesday and Thursday 2:00 to 9:00 P.M., and closed all day Wednesday and Saturday; PONTIAC—Open Monday and Wednesday 2:00 to 6:00 P.M., Tuesday and Thursday 2:00 to 9:00

p.m., and closed all day Friday and Saturday; RICHARDVILLE—Open Monday and Thursday 2:00 to 6:00 p.m., Wednesday and Friday 2:00 to 9:00 p.m., and closed all day Tuesday and Saturday; SHAWNEE—Open Monday and Wednesday 2:00 to 6:00 p.m., Tuesday and Friday 2:00 to 9:00 p.m., and closed all day Thursday and Saturday; TECUMSEH—Open Tuesday and Thursday 2:00 to 9:00 p.m.; Five County branches and one county reading room open two days a week, twelve county deposit stations discontinued.

## Committee On Committee Appointments

A NEW Committee on Committee Appointments has been delegated by the Executive Committee to recommend names to the incoming administration for appointment to A. L. A. committees. The Chairman or any member of this Committee will welcome suggestions from the membership at large. Recommendations are especially desired of younger members who have not yet been drafted into A. L. A. service. Particulars as to library experience and any special qualifications will be helpful. The membership of the Committee is:

William J. Hamilton, Public Library, Gary, Indiana.

Clara E. Howard, Library School, Emory University, Emory University, Georgia.

Harriet E. Howe, School of Librarianship, University of Denver, Denver, Colorado.

E. Louise Jones, Massachusetts Division of Public Libraries, Department of Education, 212-B State House, Boston.

Harriet C. Long, State Library, Salem, Oregon. Robert Alexander Miller, University of Iowa Libraries, Iowa City.

Ruth Savord, Council on Foreign Relations, Inc., 45 E. Sixty-fifth St., New York City.

Lillian H. Smith, Boys and Girls Division, Public Library, Toronto, Ontario, Canada.

Althea H. Warren, Public Library, Los Angeles. Louise Prouty, Public Library, Cleveland, Ohio, Chairman.

## Pulitzer Prize Awards Announced

WINNERS of the Pulitzer Prizes for 1932 are as follows: (1) The prize of \$1000 for the best novel published during the year by an American author was awarded to T. S. Stribling for *The Store* (Doubleday, Doran) for reason of its sustained interest, and its convincing and comprehensive picture of life in an inland Southern community during the middle eighties of the last century; (2) The prize of \$1000 for the original

American play, performed in New York, which shall best represent the value and power of the stage, went to Maxwell Anderson for *Both Your Houses* (Samuel French) because "the spirit of the play is idealistic, it breathes a fine indignation, but it is so conducted that legitimate entertainment values are not lost and the characters speak and act with convincing naturalness"; (3) For the best volume of verse published during the year by an American author, the \$1000 Poetry prize was awarded to Archibald MacLeish for *Conquistador* (Houghton Mifflin); (4) Frederick J. Turner was awarded posthumously the \$2000 prize for the best book of the year on the history of the United States for his *Significance of Sections in American History* (Holt); (5) *Grover Cleveland*, by Allan Nevins, (Dodd, Mead) was chosen as the best American biography teaching patriotic and unselfish service to the people and awarded \$1000.

## In The Field Of Bibliography

CALENDAR, A selected list of references on the ... including the recent movement for calendar reform. Wash., D. C.: U. S. Lib. of Congress, 1932. 15 p. Photostat. \$1.85. Secure from P.A.I.S., 11 W. 40th St., N. Y.

CHILDREN's literature in the early elementary grades. A guide to ... for training classes, kindergarten-primary teachers, and parents, by E. E. Adams. Rev. ed. Ann Arbor, Mich.: Geo. Wahr, 1933. 157 p. \$1. Bibliographies: trade information; descriptive notes.

CONSUMER, The. Cleveland, O.: Business Information Bur., Public Lib., March, 1933. 1 l. Ann. subs., 50¢. A brief, well annotated list.

DANZIG-POLEN-KORRIDOR und Grenzgebiete. Eine Bibliographie mit besonderer Berücksichtigung von Politik und Wirtschaft 1931- und 1932. Heraus. von F. Prinzhorn. Jg. 1—. Juli, 1932—. Danzig: Bibliothek der Technischen Hochschule, 1932—. Annual sub., DG 45, —. Mimeographed.

Five parts, to date. A cooperative library list. DEBTS, Inter-allied; a selected bibliography. Comp. by the Reference Section Staff. N. Y.: Washington Square Lib., New York Univ., Jan., 1933. 7 l. Mimeographed. Limited distribution.

DUELLO, giudiziario, Il ... encyclopedie e bibliografia: monografia estratta dall'opera da pubblicarsi: Il duello attraverso i secoli in Europa ed in America. Firenze: Tipografia Gino Ciolfi, 1932. xxviii, 404 p. L. 30.

Includes general sources in which material may be found. ECONOMIC crisis, Thinking through the. Los Angeles: Los Angeles County Public Lib., 1933. 4 p. Apply. Reprint from *Books and Notes*, Jan., 1933. Annotated.

EDUCATION, Bibliography of research studies in, 1930-1931. Prep. by E. A. Wright and R. A. Gray. Wash. D. C.: U. S. Govt. Prtg. Off.; Supt. of Docs., 1932. 459 p. 50¢.

EDUCATION, Secondary, Study guide in. By E. M. Draaper and A. C. Roberts. N. Y.: Century, 1933. 151 p. \$1.

Century Studies in Education. Part III: Bibliographies, p. 79-151. FAMILY relationships, A bibliography on. Comp. by F. M. Thurston. 60 E. 42d St., N. Y.: National Council of Parent Educ., 1932. 273 p. \$2.

Prepared by Karl Brown of The New York Public Library.

# Library Organizations

## Special Libraries One Day Meeting

SINCE THE regular annual convention is scheduled for October instead of early summer this year, the Special Libraries Association is holding a one-day regional conference at Briarcliff Manor, New York, on Saturday, June 17, which falls on the last day of the New York State Library Association meeting, June 12-17. Two very practical sessions are planned. Saturday morning Ordway Tead, of Harper and Brothers, will speak on the topic, "A Publisher Looks at Libraries," and Margery Quigley, Librarian of the Montclair Public Library, will discuss the relation between public and special libraries. In the afternoon there will be a brief report on the affairs of the national association by Mary Louise Alexander, President of S.L.A., Rebecca B. Rankin, Secretary, and Florence Bradley, Editor of *Special Libraries*. This will be followed by a lively symposium on special library methods and service as revealed by the Clinic conducted this winter by twenty business librarians in New York City. And finally, entertainment heavily shrouded in mystery is being planned to accompany the dinner that evening.

## New Jersey Library Association

THE THIRTY-SEVENTH annual joint meeting of the New Jersey Library Association and the Pennsylvania Library Club was held on April 21 and 22, 1933 at Atlantic City, with headquarters at the Hotel Ambassador. There was a large attendance and the meetings were interesting and enthusiastic. The annual business meeting of the New Jersey Library Association was held on Friday afternoon, April 21, with Miss Edith L. Smith, the President, and Librarian of the Morris County Free Library, Morristown, presiding. Reports of the various committees were read and accepted. The officers for the coming year were elected at this meeting and are as follows:

President, Mr. Howard L. Hughes, Librarian, Free Public Library, Trenton; Vice-President, Miss Catherine Van Dyne, Free Public Library, Newark; Secretary, Miss Elizabeth Butcher, Librarian, George L. Pease Memorial Library, Ridgewood; Treasurer, Mrs. Thomas F. Hatfield, Free Public Library, Hoboken; Immediate Past President and Member of Executive Board, Miss Edith L. Smith, Librarian, Morris County Free Library, Morristown.

## Maryland Library Association

NEARLY 150 librarians from all parts of the State attended the annual meeting and election of officers of the Maryland Library Association, held Friday evening, March 10, in the recently completed Central building of the Enoch Pratt Free Library at Baltimore. Following the business meeting, Mr. William G. Baker, Jr., President of the Library's Board of Trustees, delivered an address of welcome, after which Mr. Joseph L. Wheeler, librarian, explained the planning and structure of the building. Members were then conducted on an inspection tour of the new institution.

Newly elected officers are: President, Miss Leonore M. Naylor, Enoch Pratt Library; First Vice-President, Miss Dorothy Kruse, Forest Park High School Library, Baltimore; Second Vice-President, Mrs. Ethel Fox, Washington College Library, Chestertown; Secretary, Miss Abbie Gammon, Goucher College Library; Treasurer, Miss Mary Osborne, State Normal School at Towson; and Dr. Louis Dielman, of the Peabody Library, Baltimore, delegate-at-large.

## Florida Library Association

THE PROGRAM the first day of the Florida Library Association, March 30-31, centered about the theme "Getting Acquainted With the A. L. A." and for the second day the program included discussion of a library program for Florida in cooperation with other community agencies. Helpful talks were made by representatives from the American Association of University Women, the state Federation of Women's Clubs, the state Home Demonstration Work, the Parent-Teachers Association of Florida, and a number of librarians from various parts of the state.

The following officers were elected to serve for 1933:

President, Mr. William F. Yust, Librarian Rollins College Winter Park; First Vice-President, Mr. Carl Bohnenberger, Public Library, Jacksonville; Second Vice-President, Mr. O. K. Cole, Eustis; Secretary, Miss Agatha Deaver, Public Library, Tampa; Treasurer, Miss Elizabeth Thorne, Library University of Florida, Gainesville.

# From The Library Schools

## Oregon

SIX LIBRARY courses will be given at the Summer Session of the University of Oregon, Eugene, June 19 to July 28. The work is designed especially for school library workers including teachers now in positions who wish to qualify themselves for administering intelligently their school libraries. Miss Marion Horton of the City School Library, Los Angeles, will give a course in "School Library Administration" and one in "Books for School Libraries." Mrs. Marie Hull Jackson of the Oregon State Agricultural College staff will give a course in "Classification and Subject Headings" and one in "Cataloging." Miss E. Lenore Casford, Periodical Librarian of the University of Oregon, will give a course in "Elementary Reference Work" and one in "Children's Literature." Three courses will be a full load of work for students.

## Western Reserve

THE SCHOOL of Library Science of Western Reserve University continues its regular summer session offerings in a six weeks' session beginning June 19 and ending July 28. Unit courses offered are equivalent to those given in regular session and yield credit subject to the regular admission and curriculum requirements. All courses will be given by regular faculty members. Specialized offerings for high school librarians include courses in Young People's Literature by Jean Roos, Head of the Stevenson Room, Cleveland Public Library. Otto Ege and Gertrude Stiles will give the course in Book Crafts. For bulletin address Herbert S. Hirshberg, Dean, Cleveland, Ohio.

## Accredited Library Summer Courses

SUMMER COURSES in library science for which credit is given by an accredited library school toward the completion of its professional curriculum will be offered by seven schools in 1933, according to reports made to the A. L. A. Board of Education for Librarianship. These schools are the School of Library Service, Columbia University, New York City; Library School, University of Illinois, Urbana; Department of Library Science, University of Michigan, Ann Arbor; Library School, George Peabody College for Teachers, Nashville, Tennessee; School of Library Science, Simmons College, Boston, Massachusetts; School of Library Science, Syracuse University, Syracuse, New York; School of Library Science, Western Reserve University,

Cleveland, Ohio. With the exception of these and similar cumulative courses, summer courses in library science cannot be considered as substitutes for a regular library school curriculum.

Summer courses in librarianship are given in almost every state, but since there is great variation between institutions in the matter of providing well qualified instructors, adequate library facilities, and other conditions favorable to professional instruction, as well as in the purpose and extent of courses offered and the admission requirements therefor, the board urges those interested to consult the directors of the respective summer courses. A list of accredited library schools will be sent upon request to those addressing the American Library Association, 520 North Michigan Avenue, Chicago.

## Illinois

IN ORDER to give the classes in Book Selection at the University of Illinois Library School some experience in the newer phases of book publicity, arrangements have been made with the University Radio Station WILL for the presentation of a series of book reviews by members of the class. The series began March 29 and is on the air every Wednesday until late in May from 10:30-10:45 A. M. The title of the series, selected from student suggestions, is "Airing New Books." There is a possibility that later the students may also broadcast on Fridays at the same time. WILL operates on a frequency of 890 kilocycles.

## Confusion In Library Training Agencies

DESPITE the closing of two library schools, the approaching merger of two others, and a very rigid selection of students in most of the accredited library schools now operating, it is perfectly apparent that the Commencement season of this year will produce a crop of graduates of library schools for whom but few places are now ready and waiting in libraries. To emphasize and, if possible, to correct an existing confusion, which is likely to make still more difficult placement of graduates of accredited library schools, the Board of Education for Librarianship of the American Library Association desires to bring sharply to the attention of persons responsible for the curricula of institutions of higher education throughout the country the fact that accredited library schools are now graduating more people than the libraries can employ; and further, that a very

considerable additional number of colleges, teachers colleges, and other institutions, by offering courses in library science to undergraduates are increasing seriously the number of persons who consider themselves qualified for posts in libraries and who must necessarily come into competition with persons professionally trained under especially favorable conditions.

The Board of Education for Librarianship has accredited twenty-seven library schools for work either in the senior year of college or for one or two years of instruction after graduation from an approved college. These schools are designed to train persons to be professional librarians.

Many other institutions offering instruction in library science, whether in regular sessions or in summer schools, are now giving many students the impression that the training offered is amply sufficient to qualify them for positions as professional librarians. In the opinion of the Board of Education for Librarianship in most cases this impression on the part of students, and occasionally on the part of faculties, is both fallacious and misleading.

The Board believes that college presidents and trustees should consider carefully the aims and purposes of the courses in library science given in their institutions. At present they are simply adding to the number of unemployed or are forcing into unemployment thoroughly trained people, by continuing courses in librarianship without the necessary equipment in books, or in some cases, an adequate faculty.

The Board of Education for Librarianship is very definitely of the opinion that training on the part of non-accredited institutions, normal schools, teachers colleges and particularly undergraduate liberal arts colleges, should be directed toward acquainting students with the use of libraries and with their functions, to the end that students may be prepared to make full and profitable use of libraries, and perhaps later as teachers to train their students to use libraries successfully as readers. For this type of instruction it is felt by the Board that there is a definite need; instruction in the history of libraries, in the history of books and bookmaking, in the graphic arts of illustration and printing, in the historic development of book-binding, and, in short, in all those "bookish" subjects which aid in the formation of an educated man and help him to use books successfully and easily. Training in the use of books and libraries which involves an understanding of indexes, card catalogs and bibliographies, is likewise most advantageous and desirable. Further, studies in the literature of childhood and adolescence, and bibliographical instruction in the materials for directed study in various subject matter fields, are distinctly within the province of teachers colleges. What is undesir-

able is that such instruction should be confused with the professional training of librarians.

Probably some teacher-training institutions have a duty to make the training of teacher-librarians part of their work. If this is done, such training should be planned from the point of view of the school and of the teacher working in the school library.

If college administrators will recognize the sharp distinction between accredited library schools, designed for professional instruction in librarianship, and training in the book arts and in the use of libraries, much confusion will be avoided, and persons seeking to equip themselves by short-cut methods to enter the ranks of professional librarians will have no excuse for misunderstanding, or for deliberate efforts to avoid exacting study in a professional school.

The Board of Education for Librarianship makes this statement, not only because of the existing economic crisis, but because directors of library schools report an increasing number of persons desiring to enter on second year professional study who have taken a certain number of courses in library science as undergraduates in non-accredited colleges, normal schools and other institutions. No library school can ordinarily accept as candidates for its second degree, persons with only this type of training.

## China Has Trained Librarians

I HAPPEN to be one of the three trustees of the Mary Elizabeth Wood Foundation, but it should be understood that what I am about to say is not said in any official capacity but is my personal opinion. The communication with regard to the library situation in China given on pages 368 and 370 in your issue for April 15 has my hearty approval. It is with regard to a statement made in your editorial on page 361 that I desire, in some degree, to take exception. You say "It is hoped that ultimately a trained American librarian of character and experience can become resident in China to bring and keep its library methods fully up to the best and most modern standards."

There are at present in China a very considerable number of trained librarians who are able to do this very thing. The idea that there is a necessity of keeping the Chinese under tutelage of some sort, in this or any other respect, is, I think, unfortunate. Any help that we can render, either in funds or in personal effort, will, I am sure, be thankfully received. But we should rid our minds as thoroughly as possible of the impression that what we do is to maintain a standard which without our efforts would fail to be reached or would deteriorate.

—ARTHUR E. BOSTWICK.

# The Open Round Table

## Hearty Approval Of Suggestions

HAVING READ with interest the extracts from the reply of the Harvard College Library to your questionnaire of November 23, 1932, published in *THE LIBRARY JOURNAL* of February 15, 1933,<sup>1</sup> and having discussed the situation in detail with those members of our staff most directly concerned with the recording and use of U. S. public documents, I want to place on record the hearty indorsement by this Library of Mr. Currier's suggestions. Should it be possible to comply now with those suggestions which do not require new legislation, and later to secure the legislation needed for the others, the use of public documents in scholars' libraries would be much simplified, with the inevitable result that it would be greatly increased.

If separate monographs of the individual bureaus are to be published in numbered series I should like to make one further suggestion on behalf of this Library. Variations in size in the separate monographic publications of a particular bureau increase binding costs materially. It would be financially to the advantage of libraries to have such monographs of uniform height.

—HAROLD L. LEUPP,  
*Librarian, University of California, Berkeley.*

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I HAVE been reading, in *THE LIBRARY JOURNAL* of February 15, the reply of Mr. Currier of Harvard to your questionnaire in regard to improvement in the service of printing and distribution of government documents.<sup>1</sup> I would like to express my hearty approval of Mr. Currier's suggestions, both as to the Congressional Hearings and the unnumbered pamphlets issued as separates. It is the best solution I have heard.

The latter class of material is quite a problem in a library where documents are classified and shelved with other books as they are here. The problem of cataloging all these small pieces in a way to make them quickly available involves more time and expense than seems justifiable. If these bore series numbers it would be possible to care for them automatically, with promptness and the minimum of expense. It is very embarrassing to a reference librarian to find anything listed in the *Document Catalogues* which cannot be quickly traced.

The use of government documents becomes increasingly important as advanced research work

increases and even these small pieces are frequently wanted. I am much interested in some change being made in the present plan.

—FANNY DUNLOP, *Reference Librarian,  
University of Illinois Library.*

## Concerning Future Librarians

PROFESSIONAL literature in such educational fields as library work, during this period of depression, tends naturally to be commiserative. Yet, reading closely, one finds an almost universal note of optimism in it. A period of stock-taking has occurred; more than one librarian sees for himself and his institution a "new deal." It is therefore apropos to mention a general item on this inventory that may be overlooked—one so vital that it commands the individual attention of each member of the profession, since each member, at some time, contributes to it. Why not a thorough revision of standards for those who will seek to enter the field?

The fact of over-production is no myth; in this profession, as elsewhere, it has resulted from uncontrolled optimism. Blame appears to fall upon the library school, but it is no more the fault of that institution than of the individual librarian who is generally responsible for the candidate's seeking admission. The librarian creates a professional dilemma; he maintains extraordinary ideals of the profession, yet shows no jealousy over its ranks. His has been a come-one-come-all attitude to any who sought his advice. At best, the school can exercise but passive resistance. It can set age limits, maintain scholastic standards, pass on natural ability, and so effectively eliminate the unapt. Further regulation must come from the librarians themselves. It is definitely a question as to who, among aspirants, had best not be counselled to become librarians.

Now is an auspicious time for revising vocational standards because of the aggravated situation. Just as in wartime a tremendous acceleration occurred; so at present there is, if not an acceleration, at least an intensification of motives that will be operative for some years to come. The result is a distortion of values that presages not only a decline of the profession but individual professional disasters, unless each librarian makes the responsibility his own.

Any one having anything to do with young people finds choice of a profession fed by at least one of three springs—generally all three. In the first place, they sense an aptitude for a particular

<sup>1</sup> "Government Documents, Printing and Distribution." *LIB. JOUR.* 58: 167-168.

kind of work; they "like it better than any thing else." Again, more or less consciously, they feel that, by their ability and labor, they can acquire those rewards (a mixture of material and spiritual) which will yield a sense of full and rich life. And finally—a point prime as an operative and all too little realized by the shrinking adult who may be the object—they admire one or more of their elders who, to their rosy outlook, appear to be functioning happily in ideal surroundings.

It is not within the scope of this note to discuss aptitude. Until the guide posts of library work become more distinct, it will be difficult to say objectively who has aptitude. Certainly, librarians' compilations of desirable characteristics are about as applicable to other professions as to librarianship. Happily, the old index, a "simple love of books," as an essential, is rapidly being discarded; it is equally sage to say that one is assured of success as a green grocer because he loves grape fruit for breakfast. Even so there is an aptitude which can manifest itself, and it behooves librarians to be on the alert for the real thing and to recognize it by whatever metaphysical means at their command. The difficulty so far has been that they have not discriminated between the genuine urge and a too-frequent effervescence originating from no higher motive than a desire for an easy and respectable professional berth.

The true potential librarian will continue to find his way. It is this periphery group, now and to be augmented, that needs attention. Despite appearances, librarians will not be displaying a dog-in-the-manger attitude by careful selection. It must be realized that all youth is having its normal motives in finding a career subjugated by a most treacherous influence—expediency. And it becomes an individual responsibility of every professional worker not only to protect the ranks but to save the young aspirant for himself.

Under ordinary circumstances, no matter how calculating the temperament may be, youth always has, along with the joyous urge to explore the novel (which is the mechanism of learning), the unhampered assurance of victory. Even in such an overcrowded profession as law, as an instance, added to the student's attraction for the legal maze, is the sure sense that he will achieve. But if one question now, one finds that all ordinary standards are furled. It has been a terrific shock to see among friends and relatives, particularly in those salaried professions directly dependent upon industry, that people can fail to make enough to live on. Young men and women are therefore willing to relinquish their projected patterns for careers and to prepare themselves for a means of livelihood that apparently cannot fail during such a distress period as has occurred.

The obvious reaction is to seek, with whatever insistence necessary, admission to those fields which seem to some extent, at least, independent of industry. That means the field of education,—and the library will have its share of the siege. It is a logical haven, for despite general feeling, the library, as an institution, has stood this period well. Individual cases—the type that always receives undue emphasis in time of hysteria—have suffered. But at no time has the institution faced extermination or even suspension. And it is equally true that while librarians have taken cuts in salary and even had no salary at all for some periods, the actual number of professional workers directly let out because of the depression is infinitesimal, compared with other fields. (Those who have failed to obtain jobs make another and very unhappy chapter.) Those established have had difficulties, but they have had jobs. And work, in itself, has most emphatically been a compensation during these times.

So young people, eager to start life, are, and will continue to be, willing to "do an about-face" upon their chosen careers, seeing, because of the present distortions, the reward of library work as merely gaining an impregnable fold, and translating their admiration pattern into respect for a group that has been able to hold on.

If librarians continue to exercise their old evangelization, trouble lies ahead. As stated before, library schools are not entirely unsuccessful in restricting numbers. They do what they legitimately can to eliminate a poor product, but their intrinsic criterion can be no more than the elimination of those who cannot pass the course. (The quality of the course is, also, another and equally unhappy chapter.) Restriction is not an institutional matter and cannot be until we develop a scientifically (and to our present minds, heartlessly) organized society in which the inept will be diverted to other activities. Any profession contains so much "lag"; we still accept the ungifted with the gifted.

But members of the profession can help. A reasonable circumspection in advising will eliminate the naturally unequipped. But it takes real fortitude to withstand the other group,—the alert and clever which in terror is turning from a natural choice to grasp a "second best" which appears safe. Superficially, they are obviously eligible. But the result will be, not only the customary number of the unfit, "but an unusual percentage of the misfit. For two basic facts of human behavior must be borne in mind: First, once a youth is "set," he clings to his work until it is too late for him to start over again without loss of self-respect. Second, a person who finds his work uncongenial spends most of his energy gazing longingly at other activities, half-fulfilling his supposed function. Presently, plenty will

return—a revised kind of plenty, to be sure—but still, plenty. Then will appear the pangs of remorse, about which nobody can do anything.

The problem is, therefore, two-fold. It is an admirable time for each librarian to make himself responsible for a restriction in numbers, but it is of far greater importance that each member of the profession hold the confused and wavering youth to original purpose. Numbers must be regulated, but the paramount issue at present is saving the inexperienced from and for themselves. The professions teem with misfits. Are librarians going to contribute another quota? Lest the timid evoke the "Judge Not" precept: it is well to remember that indiscrimination is as great an evil as over-circumspection. There is a middle-way; the true novice should still be welcomed into the profession,—the others must not only be turned away but redirected to those fields of happy activity where their original purpose intended them.

—KARL BROWN,  
*The New York Public Library.*

## Cooperative Cataloging Again

WHILE we all yearn for the speediest catalog service consistent with a high standard of cataloging, it may be well to remind ourselves that a good deal of complicated machinery and wide-flung contact service have to be established and set going for the interesting experiment now launched under the expert direction of Miss Gregory and Mr. Hastings. The final responsibility for the success of the venture, both as to reasonable speed and standard of work, rests with the contributing libraries. Orders cannot be recorded, scrutinized, passed on, assigned to libraries, copy revised, often search made for details, printed, proof read, completed, distributed, and bookkeeping attended to, except as and when the contributing libraries send in order slips and copy to print.

Certainly books for which we furnish copy to print ("cdp"), or copy for Union Catalog ("cdu"), must have the right of way, next to local "rush books," and not—no never!—be side-tracked. Yet even though we try to handle the new foreign books and monograph series for which we are responsible, with all possible despatch, time in most of our Catalog Departments is at a premium; and some books cannot be put through "right off the bat" in any case. It is easy enough to "catalog anyhow," but often difficult to verify or standardize uncertain details or entries.

It may be worth while also to remember that we catalogers in our relatively smaller domains

are unable to attain the speed coupled with an exacting standard, that we ardently strive for. So it behoves us to consider the difficulties of fitting the new work and its experimental routine into the highly efficient, but huge, machinery of the Library of Congress. It might be a good idea to remind President Roosevelt that the Library of Congress needs, not fewer, but more experts on its over-burdened staff, to give all the service that is not only expected, but demanded, of it.

Perhaps it is expecting too much to have new analytics for monograph series at hand as soon as the volume or number is received. Each library will have to decide what seems the best procedure for its needs in making promptly available the important current monographs appearing in series. One method is to make a brief author analytic (carbon), placing one copy in the catalog as temporary entry, and keeping the other as "follow-up" for the permanent printed cards. The added work is relatively slight, and current analytics can thus be disposed of promptly and followed up with certainty.

There may be difference of opinion as to the value of call numbers on Cooperative Catalog cards. Personally I see no harm in them, and often aid, even if not the latest D. C., or unadulterated L. C. classification. But the call numbers should be regarded as suggestive rather than authoritative. For that matter, all call numbers on printed cards should be scrutinized to see if consistent with the classification policy of one's own library. The University of Cincinnati Library, for instance, follows the Library of Congress classification and usages closely, with few deviations; but for local reasons one of two possible locations may be favored, and care is needed to keep the arrangement consistent. Thus, with a strong philosophy department, works that might find a place in BL or BX (Religion) may be with us be placed in B (Philosophy), and works of a philosopher on various subjects may preferably be grouped with the strictly philosophical works.

—ANNA JACOBSEN, *Head Cataloger,  
University of Cincinnati Libraries.*

## Correction Note

THE YOUNG Women's Christian Association, 600 Lexington Avenue, New York City, report that they are entirely out of stock of tennis and swimming posters, listed on page 449 of the May 15 LIBRARY JOURNAL, but still have a few copies of posters on hiking and dramatics which will be sent free upon receipt of postage.

# Among Librarians

## Appointments

CAROLINE FIELDER, librarian of the Sausalito, Cal., Public Library since its inception in 1907, has resigned because of moving to San Jose, Cal.

M. LOUISE HUNT, of the A.L.A. Committee on Salaries and Employment, has been appointed chairman of the special committee to secure uniform phraseology on the statistical forms used by three A.L.A. groups. Other members of the committee are Fanny Borden, representing the College Library Advisory Board, and Georgie G. McAfee, representing the Committee on Library Administration.

LLOYD W. JOSSELYN has been appointed reference librarian of the Purdue University Library, Lafayette, Ind. Mr. Josselyn has been employed in various libraries including the Jacksonville, Fla., Public Library, Birmingham, Ala., Public Library and more recently the Buffalo, N. Y., Public Library.

ALFRED LOWRY, Western Reserve '32, has been appointed reference librarian of the Buffalo, New York, Public Library.

## Free For Transportation

THE SPECIAL LIBRARIES ASSOCIATION COMMITTEE ON COOPERATION IN BUSINESS LIBRARY SERVICE WILL SEND THE FOLLOWING PUBLICATIONS TO ANY LIBRARY WILLING TO PAY TRANSPORTATION. M. C. CLAPP, BUSINESS BRANCH, NEWARK, N. J., PUBLIC LIBRARY. OFFICIAL GAZETTE OF THE U. S. PATENT OFFICE: 1885—AUG. 11; 1889—NOV. 26; 1893—FEB. 28; 1894—MAR. 27, DEC. 25; 1895—NOV. 5; 1896—JULY 28, AUG. 4, AUG. 11; 1897—JULY 6; 1901—MAY 21; 1911—FEB. 7, FEB. 27; 1913—APRIL 29; 1914—JAN. 6, MAY 12; 1915—FEB. 23, SEPT. 21; 1916—JAN. 4, MAY 9, MAY 16, SEPT. 19; 1917—AUG. 7, SEPT. 4, 11, 18, 25, OCT. 2, 9, 23, 30, NOV. 13, 27, DEC. 4, 11, 18, 25; 1918—JAN. 8, 22, 29, FEB. 5, 12, 19, 26, MAR. 12, 26, APR. 2, 9, 23, 30, MAY 21, JUNE 11, 18, JULY 2, 9, 16; 1920—FEB. 3, APRIL 6, DEC. 28; 1923—MAY 29, AUGUST 21, 28, SEPT. 4; 1925—COMPLETE FROM APRIL 7 EXCEPT NOV. 24; 1926—COMPLETE EXCEPT JAN. 5 AND JUNE 15; 1927—COMPLETE EXCEPT FOR FOLLOWING ISSUES: JUNE 14, JULY 12, MONTH OF AUGUST, SEPT., OCT., NOV. & DEC. HAVE ISSUE FOR NOV. 1; 1928—COMPLETE FROM FEB. 21; 1929—COMPLETE; 1930—COMPLETE EXCEPT DEC. 30; 1931—COMPLETE EXCEPT JUNE 16; 1932—COMPLETE; ALSO HAVE PATENT INDEX FOR 1925, 1926 AND 1930; QUARTERLY INDEX—1893—COMPLETE, 1900—COMPLETE, 1902—COMPLETE EXCEPT QUARTER ENDING DEC.; BIMONTHLY INDEX—1903—COMPLETE, 1904—COMPLETE, 1905—COMPLETE, 1906—COMPLETE; MONTHLY INDEX—1909—COMPLETE EXCEPT MARCH & SEPTEMBER, 1910—JAN., FEB., MARCH, APRIL, AND DEC., 1911—COMPLETE EXCEPT SEPT. & NOVEMBER, 1914—COMPLETE EXCEPT FEB. AND APRIL, 1915—COMPLETE EXCEPT JUNE AND NOVEMBER, 1916—COMPLETE, 1917—COMPLETE, 1918—COMPLETE EXCEPT MARCH, JULY AND MAY, 1919—COMPLETE, 1920—COMPLETE EXCEPT MARCH, JUNE, AUG. AND NOV., 1921—COMPLETE UP TO AUGUST.

## Free For Transportation

THE NEW YORK PUBLIC LIBRARY OFFERS THE FOLLOWING TITLE FREE FOR TRANSPORTATION: *Trip to the United States of Their R. H. The Infantes Don Alfonso y Doña Beatriz de Orleans and their son the Prince Don Alvaro*. Text in Spanish and English by the Marqués de Villavieja, fully illustrated, 169 page folio. A copy of this volume is offered free for transportation to forty-six American libraries through the courtesy of the Marqués de Villavieja. Apply direct to Robert Lingle, Chief of Acquisition Division.

THE BAKER LIBRARY, HARVARD UNIVERSITY, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, SOLDIERS FIELD, BOSTON, MASS., WILL SEND THE FOLLOWING ITEMS TO ANY LIBRARY WILLING TO PAY THE TRANSPORTATION CHARGES:

ABC PATHFINDER & DIAL SHIPPERS' GUIDE, V. 32 NO. 4 (1896/1897); V. 34 NO. 4; V. 37 NO. 1, NO. 4; V. 42 NO. 4; V. 43 NO. 4; V. 48 NO. 4; V. 49 NO. 3; V. 58 NO. 1 (1922); V. 33 NO. 1, NO. 4; V. 36 NO. 4; V. 44 NO. 3; V. 45 NO. 1-4; V. 57 NO. 1.

ABC PATHFINDER & DIAL EXPRESS LIST, V. 34 NO. 3 (1896); V. 39 NO. 1; V. 44 NO. 3; V. 47 NOS. 1-4; V. 51 NOS. 1-4; V. 59 NO. 1 (1921); V. 35 NO. 4; V. 45 NO. 3, NO. 4; V. 50 NO. 4; V. 53 NO. 1, NO. 3.

ABC PATHFINDER & DIAL POSTAL GUIDE, V. 13 NO. 1 (1897); V. 17 NOS. 1-3; V. 19 NO. 1, NO. 3, NO. 4; V. 22 NO. 4; V. 28 NO. 4; V. 33 NO. 3 (1917); V. 15 NO. 4; V. 18 NO. 3; V. 25 NOS. 1-4; V. 29 NO. 1.

## The Calendar Of Events

- June 5-7—Massachusetts Library Club, annual meeting at The Northfield, East Northfield, Mass.
- June 12-17—New York Library Association, forty-third annual meeting at Briarcliff Lodge, Briarcliff Manor, N. Y.
- June 14-17—Minnesota Library Association, annual meeting at Minneapolis, Minn.
- June 17—Special Libraries Association at Briarcliff Lodge, Briarcliff Manor, N. Y.—one-day meeting immediately following and in cooperation with the New York Library Association.
- June 17—Eastern Oregon Library Association, annual meeting at Union.
- August 22-24—New Hampshire Library Association, annual meeting at Peterborough.
- October 16-18—Special Libraries Association, twenty-fifth annual meeting at Congress Hotel, Chicago, Ill.
- October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.
- Oct. 16-21—Wisconsin Library Association, annual meeting in connection with the American Library Association.
- October 26-27—Mississippi Library Association, annual meeting at Jackson, Miss.
- November 1-3—Nebraska Library Association, annual meeting at Lincoln, Neb.
- Nov. 10-11—Kentucky Library Association, annual meeting at the Eastern Kentucky State Teachers College at Richmond, Ky.
- December 7-9—Indiana Library Association, joint meeting with Indiana Library Trustees Association and Indiana Historical Association at Indianapolis.

## Pamphlets, Booklets, Posters

*We have listed here descriptions of literature and posters which are offered for your assistance in arranging displays and exhibits on Recreation. Please mention THE LIBRARY JOURNAL in requesting material.*

### Community Activities

#### A Program Book for Young Women in Small Communities. By Elizabeth B. Herring.

"For the present, it is necessary for more young people to remain in small communities than there are full-time jobs available for them. They must find ways to help finance themselves through this period, and also discover satisfactory ways to spend their time and energy. The suggestions in this pamphlet are intended to help meet the second need." *Womans Press.* 50¢.

#### Community Programs for Subsistence Gardens. By Joanna C. Colcord and Mary Johnston.

A suggestive guide to relief committees which may be undertaking to promote a plan of subsistence gardens of one or more types. Only the organization problems are dealt with. *Charity Organization Department, Russell Sage Foundation.* 25¢.

#### How to Help.

This pamphlet presents the sort of information needed by anyone who desires to be of service to the unemployed of his community in this time of widespread suffering. *Handbook of the National Women's Committee, Welfare and Relief Mobilization, 570 Lexington Ave., New York.* 1933. 74 pp. Free.

### Sports

**Abercrombie & Fitch Co.**, Madison Ave. at 45 St., New York. Catalogs of various sorts, covering almost every sport, will be sent to librarians for use in sport exhibits.

**Acushnet Process Company**, New Bedford, Mass. Booklet entitled "Alphabetical Rules of Golf" showing the rules of golf arranged for easy reference. A reasonable number supplied to librarians, free of charge, upon request.

**Horton Manufacturing Company**, Bristol, Conn. The new Bristol catalog giving the full story and showing leading models of golf clubs and a catalog entitled "Fishing is Fun" will be sent to librarians who wish to use them for exhibits on sports and recreation.

SEND REQUEST for free material to the Editor of THE LIBRARY JOURNAL. Your request will be forwarded promptly and the desired material sent directly to you by them. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material is desired, please write the advertiser direct.

**Old Town Canoe Co.**, Old Town, Maine. "Old Town Canoes and Boats" a descriptive, interesting catalog, will be sent free of charge to librarians on request.

**Pflueger Fishing Tackle**, The Enterprise Mfg. Co., Akron, Ohio. Pocket Catalog, No. 151, showing the sport of fishing, sent free to librarians. Not only compiled to show the follower of this sport what it is possible for him to obtain for his fishing, but likewise serves as a guide to information relating to a large number of game fish with authentic information on their habits, etc., together with ordinary instruction on the art of fishing, casting, trolling, etc.

**South Bend Bait Co.**, South Bend, Ind. A new 100-page book entitled "Fishing—What Tackle and When" will be sent free of charge to librarians upon request. While this is primarily a catalog of fishing tackle, it is interesting enough to be of value to fishermen.

### Travel Posters

**American Express Company**, 65 Broadway, New York. General Agent for Great Western Railway of England. Supply of posters exhausted, but following booklets may be obtained free: "Land Cruises," "Shakespeare Land," "England & Why," and "England and the Continent."

**Atchison, Topeka & Santa Fe Railway Co.** 80 East Jackson Boulevard, Chicago, Ill. Copies of the following posters will be sent free to librarians who will display them: Chief, Grand Canyon, and Chicago World's Fair.

**Austrian Tourist**. Information Office—500 Fifth Ave., New York. Posters free to librarians. Charge of 25¢ per package for postage and handling.

### Classified Advertisements

30¢ per line—minimum charge \$1.

#### Wanted

*Official Gazette*: V. 255, No. 2, Oct. 8, 1918; V. 258, No. 1, Jan. 7, 1919; V. 259, Nos. 1, 3 & 4, Feb. 4, 18, 25, 1919. Index to patents—1917. Index to trademarks—1917. D16.

#### For Sale

*New English (Oxford) Dictionary*. 20 half volumes, red Persian binding, unused, excellent condition. To liquidate estate. Make offer. T. Brooke Price, Ex'r., Box 1390, Charleston, W. Va.

*Encyclopaedia Britannica*, Eleventh Edition, 32 Volumes (including three supplementary volumes). Red Three Quarter Morocco Binding. Price \$40. Net, F.O.B. Dallas, Whitmore and Smith, Agents, Methodist Publishing House, 1308 Commerce St., Dallas, Texas.

#### Wanted

Second-hand, nine-tray, mahogany card cabinet, with rods, for standard size cards (7.5 x 12.5 c.m.). State size, condition, price. D15.

#### Positions Wanted

University graduate with library school training and ten years' experience in library work desires position. Cataloging or reference work preferred. C14.

Wanted a position as library director in a college library. Have seven years experience. D13.

Librarian wishes to make change. College and Library School graduate. Five years of professional experience. Reference or cataloging work preferred. D14.

## Children's Librarians' Notebook

**GREAT PEOPLE OF THE PAST.** By Rhoda Power. *Macmillan.* \$2.

Short, simple stories of famous people of all times. The illustrations are photographs of museum pieces and of famous paintings. This is good to have in any library though not so interesting as the author's *Boys and Girls of History*.

—LETHA M. DAVIDSON.

**MY COUNTRY.** Edited by Burton Stevenson. *Houghton.* \$3.50.

Twenty-five years ago Mr. Stevenson edited a quite ponderous volume entitled *Poems of American History*. As a reference volume for patriotic verse it was indeed valuable, yet there is no doubt but that it included much that was worthless. It is interesting to note what dramatic or heroic events in the history of our country called for poetic comment, but one does not wish to linger with those sentimental effusions which were written in the heat of enthusiasm following an event. One is, therefore, glad to note that this new edition has eliminated the trite material having no poetic value. Good judgment, too, is shown in the selection of new material commemorating more recent events and sentiments. The volume has an attractive format, is well indexed, and has an intelligently written thread of narrative connecting the poems, making it especially useful for high schools.

—ELEANOR HERRMANN.

**BENJAMIN'S BOOK.** By Elma Ehrlich Levinger. *Doubleday.* \$2.

Diary of a modern boy written by his mother, and very unevenly. Some chapters are almost good while others run the same interest gamut as "the funnies." The appeal throughout is to children's love of the sensational, the lurid and the crudely humorous. Decidedly it should not be in children's libraries.

—LETHA M. DAVIDSON.

**ROMANTIC REBEL.** By Hildegard Hawthorne. *Century.* \$2.50.

A delightful biography, but one which draws its charm and beauty primarily from the personality portrayed; the style and arrangement of material adding little to the grace and vitality of the narrative. The author shares her enthusiasm for Hawthorne's work and an appreciation of his character with her readers and reading the biography will certainly inspire interest in his writings. Many notable people are casually introduced and help to give a time-setting to that period in American history and literature. The book will be enjoyed by older girls.

—LOUISE HETHERINGTON.

**THE BOY BUILDER.** By Edwin T. Hamilton. *Harcourt.* \$2.

General instructions in the care and use of workshop tools form the first chapter of this fascinating book for boys, which in the main consists of lucid plans and directions for making all kinds of articles out of wood. The materials used are inexpensive and the products are of a practical nature. Two chapters—one on camping equipment and one on kites—are of special merit. The author frequently contributes articles on handicraft to leading periodicals.

—MARIE L. KOEKER.

**THE FARMER SOWS HIS WHEAT.** By Adele Gutman Nathan. Designed by Harry Wood. *Minton.* \$2.

Adele Gutman Nathan, author of *The Iron Horse*, has made a new picture book of farm inventions. The illustrations are for the most part photographs showing the development in wheat farming from the simple methods of our forefathers and that of undeveloped parts of the world today to the vast and dramatic power-farming in our great middle-west grain belts. The photographs are excellent and have been effectively laid out and designed by Harry Wood. The text is simple and easily understood. The book should greatly help to satisfy the cry of children for books about farms.

—EMMA L. BROCK.

**IN SINGAPORE.** By Clarence Stratton. Illus. by Harold Cue. *Lathrop.* \$1.50.

A mystery and adventure story which suggests the Pease books. Tom DuBois, a young ship architect travels half way around the world in search of his long-lost father. His search leads him to Singapore, port of missing men, very Oriental and mysterious. In rescuing his father, a victim of amnesia who has become croupier in a gambling house, his path crosses the trail of a well organized band of opium smugglers and in spite of himself he becomes a hero when he aids League of Nations men in trying to quell international opium traffic. The book is harmless, is fairly well written (there is an incorrect allusion to Sinbad's Magic Lamp) and the mystery is sustained to the last page. Similar in quality to some absorbing *Saturday Evening Post* stories for adults. To buy will depend on the demand for this type of mystery story and whether one can now afford to spend money on anything but the very best. Mr. Stratton is an English teacher in Cleveland.

—HELEN NEIGHBORS.

**ONE DAY WITH MANU.** By Armstrong Sperry. *Junior Literary Guild and Winston.* \$2.

A day with the boy, Manu, on the South Sea island Bora Bora includes swimming, surf board rides and turtle races. There are duties too. "The boys must climb trees for coconuts and breadfruit and bananas. They must help catch fish and clean them. At certain times of the year they dive for pearls with their fathers in the deep, clean waters of the lagoon, or lake." And on festival days they help roast a pig for the king's royal meal. These activities are written about and illustrated by Mr. Sperry for second and third graders. The numerous double page illustrations, some in black and white, some in clean, dashing color, need no interpretative text. Their bold emphatic outlines tell a vivid story of luxuriant foliage, clear air and lively children.

—ELEANOR HERRMANN.

**BEHIND THE GREAT SMOKIES.** By Paschal N. Strong. *Little.* \$2.

When Stanley Wayne, an Eagle Scout of college age, discovers that his real parents are mountaineers, living in poverty and squalor, he decides to return to them, to try to improve conditions among them. The other mountaineers greatly resent his "fotched on" ways and in the ensuing struggle Stanley suffers much, but wins out. He is a bit too good to be true, but so is King Arthur. This kind of idealism is good for boys though it might have been more skillfully written.

—LETHA M. DAVIDSON.

**A LITTLE MAID OF LEXINGTON.** By Alice Turner Curtis. *Penn.* \$1.50.

A very mediocre little story in which a young girl sees the outbreak of the American Revolution. The plot and atmosphere are negligible. Not recommended for library purchase.

—JESSICA KING.

**LETTERS TO CHANNY: A TRIP AROUND THE WORLD.** By Heluiz Washburne. *Rand McNally.* \$2.

*Letters to Channy*, by the wife of the noted educator Dr. Carleton Washburne, cites educational and informational facts gleaned from Japan, China, India, Russia and Hawaii. Channy is age seven, and he visited in the country while his parents and two children toured the world. The mother's letters are couched in language within the comprehension of age seven and within the interest range of age ten. Channy answers his mother's letters with all the charm of naturalness and geographic affection with their oceans and rivers of love. Lively illustrations by Electra Papadoulas add to the attractiveness of these letters, which have the merit of geographical accuracy and interest and the value of good English.

—NORA CRIMMINS.

**SCOTTY: THE ADVENTURES OF A HIGHLAND FOX.** By Frances Pitt. *Longmans.* \$3.50.

This book has the beauty of nature, the thrills of the chase, and the description of the wild life of Great Britain to recommend it. Born in the Highlands, Scotty grew up in the midlands on the Corsely estate, where he became friends with a foxhound, Cragsman. The winning of his spurs in his first chase, his escape into the wilds where he was hunted, into the mountain crags, the second chase with Cragsman, Scotty's escape in a furniture van and the return to his birthplace, are all written by one who knows foxes, hounds, the chase, the wild life and animal behavior, for Miss Pitts is a Master of Hounds. Scotty's life is not without its romance, which involves a battle even to the death of an adversary. The appeal will not be general, but selective and of permanent value.

—NORA CRIMMINS.

**WANDA GÁG'S STORY BOOK.** Illus. by the author. *Coward.* \$3.

A cloth-bound combination of Wanda Gág's picture story books, a sturdy successor to the individual board-bound books. The book will be valued by libraries for its durability. Nevertheless, one does not altogether like the idea of Wanda Gág in wholesale form. Artistically each book should stand alone.

—EMMA L. BROCK.

**THE BIRD BEGAN TO SING.** By Rachel Field. Illus. by Ilse Bischoff. *Morrow.* \$1.75.

This is a delightful Christmas story of a bit of the old world in New York City. Christmas Eve and magic bring the story to a happy ending. Grandpa Schultz made a marvelous singing bird, but, alas! the bird refused to sing. Tilda had an idea and took the bird to listen to the real canary bird up in cross Miss Pollock's living room. And there the miracle happened and the bird began to sing. The story is told in Miss Field's masterly way and with her complete understanding of the things that children like. The pictures by Ilse Bischoff are done with her usual vivacity.

—EMMA L. BROCK.

**SPANIARD'S MARK.** By Allan Dwight. *Macmillan.* \$1.75.

Anne Hardesty, a Northern girl, comes on a visit to the island country of Georgia. Though she feels strange at first, she adapts herself quickly and works with young Peter, her host, at a hidden treasure clue, which leads them at last to some silver altar candlesticks buried by early Spanish missionaries. Anne's happy, normal life and quick give-and-take with the other girls are well portrayed. The story will be extremely popular with older girls.

—LETHA M. DAVIDSON.



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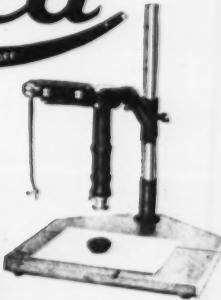


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